Draft State Plan

Every Student Succeeds Act

in Iowa

COVER PAGE

Contact Information and Signatures	
SEA Contact (Name and Position)	Telephone
Mailing Address:	Email Address:
Authorized SEA Representative (Printed Name)	Telephone:
Signature of Authorized SEA Representative	Date:
Signature of Governor (If Applicable)	Date:

The SEA, through its authorized representative, agrees to the enclosed assurances.

TABLE OF CONTENTS

Cover Page..... 2
Introduction Letter from Director Wise..... 6
Iowa's ESSA Guiding Principles..... 7
ESSA Executive Summary..... 8
Document Organization, ESSA Implementation Timeline, and How to Provide Feedback..... 10
Programs included in the Consolidated State Plan..... 14
Overview of Iowa's Support for Students, Educators and Schools..... 15
Section 1. LONG-TERM GOALS
A. Academic Achievement..... 20
B. Graduation Rate..... 21
C. English Language Proficiency..... 23
Section 2. CONSULTATION AND PERFORMANCE MANAGEMENT
2.1. Consultation..... 24
2.2 System of Performance Management..... 39
Section 3. ACADEMIC ASSESSMENTS
A. Advanced Mathematics Coursework..... 43
B. Languages other than English..... 43
Section 4: ACCOUNTABILITY, SUPPORT, AND IMPROVEMENT FOR SCHOOLS
4.1. Accountability System..... 47
4.2. Identification of Schools..... 55
4.3. State Support and Improvement for Low-Performing Schools..... 56
Section 5: SUPPORTING EXCELLENT EDUCATORS
5.1. Educator Development, Retention, and Advancement..... 60
5.2. Support for Educators..... 64
5.3. Educator Equity..... 65
Section 6: SUPPORTING ALL STUDENTS
6.1. Well-Rounded and Supportive Education for Students..... 69
6.2. Program-Specific Requirements..... 77
CONSOLIDATED STATE PLAN ASSURANCES
APPENDICES
A. Measurements of Interim Progress..... 91
B. Educator Equity Differences in Rates Table..... 95
C. Educator Equity Extension Plan and Differences in Rates Tables..... 98

Public and Stakeholder Outreach and Input, Appendices D through G
D. Listening Tours and Issue-Specific Forums: MEETINGS & MEMBERSHIP..... 100
E. Working Groups: Iowa Department of Education Work Teams, Expert Work Teams and Advisory Committee: MEETINGS & MEMBERSHIP..... 104
F. Input and Impact SUMMARY..... 116
G. Raw Data and Summary Themes from Stakeholder Meetings: Fall Listening Tour sessions, Issue-Specific Forums and ESSA Advisory..... 121
H. Assessment Audit..... 194

I. Learning Supports IS3 Index 195

LIST OF FIGURES

Figure 1. Document Organization..... 11
Figure 2. Continuum of Law to Technical Assistance..... 12
Figure 3. ESSA Input and Submission Timeline..... 13
Figure 4. Collaborative Infrastructure: Development, Delivery and Support..... 15
Figure 5. Iowa's Graduated Development and Input Structure..... 127
Figure 6. Frequency of Summary Theme by Meeting Type – Fall Listening Tour (FLT), Issue-Specific Forum (ISF) 120

LIST OF TABLES

Table 1. Timeline of ESSA Implementation..... 11
Table 2. What the Initial ESSA Draft Plan IS – and IS NOT..... 12
Table 3. Unified Differentiated Accountability and Support Model..... 19
Table 4. Baseline and Long-Term Goals for Reading/Language Arts and Mathematics..... 21
Table 5. Four-Year Adjusted Cohort Graduation Baseline and Long-Term Goal across Subgroups..... 22
Table 6. Five-Year Extended Cohort Graduation Baseline and Long-Term Goal across Subgroups..... 23
Table 7. Percentage of English Learners making Annual Progress: Baseline and Long-Term Goal 23
Table 8. Feedback Origin, Number of Participants, Date/Time and Representation..... 30
Table 9. Public and Key Stakeholder Input Summary and Impact by Section..... 32
Table 10. Accountability Indicator, Measure and Description..... 46
Table 11. Number and Percent of Students across Subgroups included in Accountability Determinations. 51
Table 12. Accountability Indicator Levels..... 52
Table 13. Accountability Indicator Weights..... 52
Table 14. Summative Determinations across Indicators..... 53
Table 15. Summative Determination Table School Example..... 53
Table 16. Iowa State Set-Aside for School Improvement..... 56
Table 17. Strategy, Timeline and Funding Source..... 65
Table 18. Key Terms and Definitions..... 65
Table 19. Other Key Terms and Definitions..... 66
Table 20. Causes and Strategies..... 67
Table 21. Differences in Rates, Dates and Targets..... 68
Table 22. Interim Progress: Reading/Language Arts..... 91
Table 23. Interim Progress: Mathematics..... 92
Table 24. Interim Progress: Four-Year Adjusted Cohort Graduation across Subgroups..... 93
Table 25. Interim Progress: Five-Year Extended Cohort Graduation across Subgroups..... 93
Table 26. Interim Progress: Percentage of English Learners making Annual Progress..... 94
Table 27. Differences in Rates..... 95
Table 28. Fall Listening Tour: Location, Number of Participants, Date/Time and Representation..... 100
Table 29. Issue-Specific Forums: Issue, Number of Participants, Date/Time and Attendees/Agency..... 101
Table 30. Iowa Department of Education Work Team Membership..... 104
Table 31. Expert Group by Work Teams (Expert groups were convened as needed) 107

Table 32. ESSA Advisory Committee Membership and Affiliation…….. 114
Table 33. Theme by Section and Stakeholder…….. 117
Table 34. FLT Raw Data from Individual Speaker Input and Individual Written Comments, and Summary Themes. ……. 122
Table 35. ISF Raw Data from Individual Speaker Input and Individual Written Comments, and Summary Themes…… 162
Table 36. ESSA Advisory Meeting Dates/Times and Outcomes…….. 182
Table 37. Feedback: Section 2-Submission Dates…….. 183
Table 38. Feedback: Section 4- Iowa's Unified Differentiated Accountability and Support Model…….. 184
Table 39. Feedback: Section 4- Measuring Proficiency using (a) Percent proficient, (b) Average scale score, or (c) Proficiency index…….. 185
Table 40. Feedback: Section 4- Growth Models: (a) Student growth percentile, (b) Value-added model, or (c) No growth for one year…….. 186
Table 41. Feedback: Section 4- Graduation rate (4-year or extended year)…….. 188
Table 42. Feedback: Section 4- N Size…….. 188
Table 43. Feedback: Section 4-Measures of School Quality and Student Success…….. 189
Table 44. Feedback on School Intervention (1) Plan for Support Intervention Support, (2) Three-year cycle of improvement, (3) Resource allocation plan, and (3) Extended Comprehensive School,…….. 191

LETTER FROM DIRECTOR RYAN WISE

I am pleased to release Iowa's Every Student Succeeds Act (ESSA) draft plan for stakeholder review and consideration. ESSA maintains a focus on transparency and accountability while returning more authority to states and local school districts to set goals and design supports that will improve student achievement. Accordingly, this draft plan describes how this process will work in Iowa.

On December 10, 2015, President Obama signed ESSA, which reauthorized the *Elementary and Secondary Education Act* (ESEA) of 1965. ESEA has historically emphasized equal access to education, high standards and accountability, and a decrease in achievement gaps across subgroups. ESSA continues the focus on equity for historically disadvantaged students, including students with disabilities, students who are economically disadvantaged, students from diverse ethnic and racial backgrounds, and English Learners – and expanded focus to include students of military-connected families, as well as students who are migrant, homeless or in foster care. In contrast to *No Child Left Behind (NCLB)*, ESSA has pivoted from a focus on compliance to a spirit of collaboration, providing states with an opportunity to ensure equity for all students by striking the proper balance between federal, state and local decision-making. Iowa is well-positioned to take advantage of the opportunities offered by ESSA. Over the past five years, Iowa has:

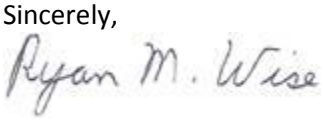
- Developed a comprehensive early literacy initiative to ensure all students read proficiently by the end of third grade.
- Created a statewide teacher leadership system that elevates the teaching profession and taps the expertise of teachers to improve classroom instruction and improve student achievement.
- Implemented an ongoing review of Iowa's academic standards to ensure Iowans have input into what students should know and be able to do as they progress toward graduation.
- Launched the Future Ready Iowa initiative, which will build Iowa's talent pipeline by ensuring citizens have access to education and training required for productive jobs and careers both now and in the future.
- Revitalized Career and Technical Education to ensure equitable access to high-quality programs.
- Focused on increasing interest and achievement in Science, Technology, Engineering and Math (STEM) through the Governor's STEM Advisory Council.
- Redesigned Iowa's school accountability system to provide support to schools where and when they most need it.

Iowa's ESSA plan takes advantage of federal flexibility and leverages Iowa's collaborative reform efforts. We are in a perfect place to do this work and stand poised to implement ESSA effectively, efficiently, and with an eye toward equity and increased student success.

I would like to extend sincere thanks to Iowa's stakeholders for providing thoughtful and considered feedback to our ESSA Draft Plan. This document represents the work of many across nine statewide listening tour sessions and countless meetings of work teams, expert groups, the ESSA Advisory Committee, and issue-specific forums. Over 1,000 citizens provided input to help guide and shape Iowa's ESSA draft plan. This is truly a collaborative effort, and I am grateful so many took the time to impact the future of education in our state.

As this is a draft plan, we expect even more input from you! We will continue to welcome comments and feedback on this initial draft plan through February 15, 2017. Please take time to provide us your thoughts by going to our ESSA online feedback form. Your feedback is valuable, and it will be considered in the final ESSA Plan that we will submit to the United States Department of Education. Thank you for your time and dedication to Iowa's educators and students!

Sincerely,



IOWA'S ESSA GUIDING PRINCIPLES

The foundational principles listed below served to guide our approach to the development of Iowa's ESSA Plan. The Iowa Department of Education (IDOE) is committed to:

1. **Implementing an Inclusive Process**. We will implement an inclusive process that balances various internal and external stakeholder inputs, reinforces priority outcomes, and demonstrates value for our partnerships with these stakeholders.
2. **Prioritizing Frequent Communication**. We will communicate frequently with internal staff members, the field (including parents and the public) and state leadership.
3. **Supporting Iowa's Context**. We will proceed with the development of Iowa's ESSA Plan while federal regulations are developed. We will ensure our plan supports any federal regulations developed while staying true to Iowa's specific needs and context.
4. **Maintaining the Intent and Spirit of ESSA**. We will assert that Iowa's interpretation of ESSA is what guides the development of our ESSA State Plan.
5. **Maximizing District Flexibility**. We will work to maximize flexibility for Iowa's school districts.
6. **Ensuring Equity for Historically Disadvantaged Students**. We will emphasize equity in results across all subgroups identified in ESSA: students with disabilities, students who are economically disadvantaged, students from diverse ethnic and racial groups, English Learners, students of military connected families, as well as students who are migrant, homeless or in foster care.

ESSA EXECUTIVE SUMMARY

On December 10, 2015, the *Every Student Succeeds Act* [ESSA] reauthorized the *Elementary and Secondary Education Act* [ESEA] of 1965. As part of this reauthorization, every state is required to submit a plan that addresses specific components of the law. ESSA is focused on equitable access to education, high standards and accountability, and a decrease in achievement gaps across subgroups – including students with disabilities, students who are economically disadvantaged, students from major ethnic and racial groups, and English Learners, students of military connected families, as well as students who are migrant, homeless or in foster care.

Iowa's consolidated ESSA Plan serves as the foundation of the Iowa Department of Education's support for students, educators and schools. Although it is a requirement, we have used this as an opportunity to not only align our work, but also as a vehicle to reinforce our commitment to equity, educational excellence, and coordination of programs and support services. Iowa's ESSA Plan is organized as follows:

OVERVIEW SECTIONS

- **Document Organization, ESSA Implementation Timeline, and How to Provide Feedback**, provides important information about the (a) organization of the ESSA document which provides an overview of how to read this document and details which parts are open for input, (b) ESSA implementation timeline, and (c) how to provide feedback on Iowa's initial ESSA Draft Plan, including a link to our online feedback form.
- **Programs included in the Consolidated State Plan** is a federal form that includes a list of included programs from which Iowa must select which we will include in our plan – Iowa is submitting a Consolidated State Plan, and therefore has selected to include all programs listed within our ESSA Plan.
- **Overview of Iowa's Support for Students, Schools and Educators** describes the overall plan for how Iowa will support students, educators and schools, and an overview of alignment across the system, including ESSA, Collaborative Infrastructure, the Iowa Core and well-rounded education, Differentiated Accountability, Universal Desk Audit, Multi-Tiered System of Supports, Teacher Leadership and Compensation, and the Iowa State Report Card.

ESSA PLAN SECTIONS

1. **Long-Term Goals** defines Iowa's long-term goals in academic achievement in reading and mathematics, graduation rate and English Language Proficiency. Appendix A is related to this section, as it outlines the interim measures of progress for each of these areas.
2. **Consultation and Performance Management** outlines how Iowa engaged stakeholders in developing the plan, and the performance management system the Department will use to monitor and support LEAs as ESSA is implemented in schools across the state.
3. **Academic Assessments** describes the how required assessments adhere to the law in regards to access, and areas we must use in reporting and accountability.

4. **Accountability, Support, and Improvement for Schools** outlines components of Iowa's accountability system, measures and models used for reporting and accountability, identification of schools, and how the state will provide support for improvement for schools identified as Targeted or Comprehensive.
5. **Supporting Excellent Educators** describes how funds will be used at the Department level to support educator preparation programs and the professional learning needs of educators, leaders, principals and other support personnel.
6. **Supporting all Students** outlines the evidence-based strategies supported at the Department to address the continuum of a student's education from preschool through post-secondary options, well-rounded education, conditions for learning, technology, and parent/family engagement practices. This section also includes program-specific requirements.

APPENDICES

Appendix A includes Iowa's interim measures of progress for academic achievement in reading and mathematics, graduation rate and English Language Proficiency.

Appendix B is a required Educator Equity Differences in Rates Table.

Appendix C is a required Educator Equity Extension Plan and Differences in Rates Table – only if Iowa elects to ask for an extension in this area.

Appendix C is a listing of the meetings of the Fall Listening Tour sessions, and listing of meetings and membership of the Issue-Specific Forums.

Appendix D is a listing of the membership across the Iowa Department of Education Work Teams and Expert Work Teams, and a listing of meetings and membership of the ESSA Advisory Committee.

Appendix E provides a full summary of the input across the Fall Listening Tour sessions, Issue-Specific Forums and ESSA Advisory.

Appendix F includes all the raw data and summary themes from the Fall Listening Tour sessions, Issue-Specific Forums and ESSA Advisory.

Appendix G provides an overview of the recommended Assessment Audit the Department will conduct and disseminate statewide.

Appendix I details the Learning Supports, Iowa Safe and Supportive Schools Index (IS3) – the survey portion as a proposed accountability measure for School Quality or Student Success.

ABOUT THIS DOCUMENT

This section contains important information about the organization of this document, the ESSA implementation timeline and how to provide feedback on Iowa's initial ESSA Draft Plan.

Document Organization. Understanding how this document is organized can help you focus on the areas for which we need input. The document is organized by: 1. Section Header, 2. Section Feedback, 3. Subsection Heading and 4. Text Boxes. Please review the descriptions of how the document is organized with the illustration in Figure 1, and pay particular attention to the portions for which we are seeking input.

1. **Section Header**. There are six sections. Each section begins with a heading followed by instructions and/or law code related to that section. This information is supplied by the United States Department of Education (USED).
2. **Section Input**. Previously collected input on these six sections is represented in multiple ways. First, some sections contain stakeholder input. In those sections, it also indicates how the input was used within that section. Second, there may also be sections with no input to date. Third, not all feedback has been incorporated as we are continuing to review and consider all feedback for the final draft plan posting.
3. **Subsection Headings**. Each section has two or more subsections, each of which begins with a heading. Subsection headings are followed by instructions and/or law code related to that subsection. This information is supplied by USED. Some subsections are broken out further, into specific areas each state must address.
4. **Specific Area**: Within Subsections, USED instructions/requirements are indicated.
    a. Text boxes. Under every subsection within the Specific Areas, there are text boxes with a blue border. The information contained in these boxes is what has been developed by Iowa as part of our ESSA Draft Plan in response to USED instructions/requirements. Not every area is complete as we are continuing to meet with expert groups to refine content within the plan. *It is the information contained within the text boxes on which we are requesting input on via information tours, emails, or our online feedback form*
    b. There are some required areas that will be ready for review at the May 2017 posting. These areas are indicated with an orange text box, with the words: *Ready for Review: May 2017 Posting*. Although we do not have information for you to review at this time, if you have thoughts or input on any area not yet ready for review, please feel free to let us know by completing the ESSA online feedback form, or emailing ESSA@iowa.gov.

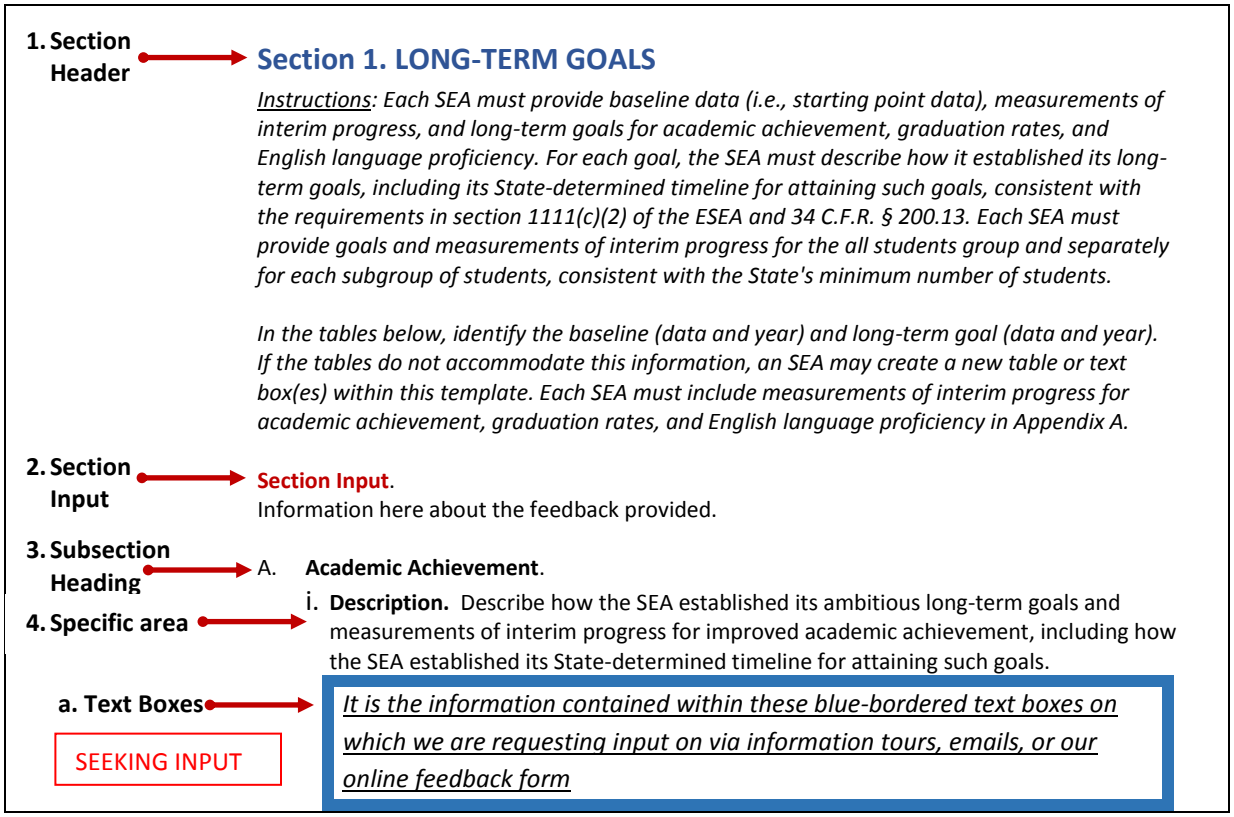


Figure 1. *Document Organization*.

ESSA Implementation Timeline. ESSA was in effect on the date of enactment – December 10, 2015. In the transition to ESSA, Iowa is required to identify schools in need of support in the Spring of 2018, and begin implementation of the ESSA required Accountability, Support and Improvement for Schools model in 2018-19. Iowa has defined this model as Iowa's *Unified Differentiated Accountability and Supports System*. For the purposes of this area of accountability system, 2017-2018 is Iowa's transition year, and 2018-2019 is full implementation of Unified Differentiated Accountability and Supports. A broad timeline of ESSA implementation is show in Table 1.

Table 1. *Timeline of ESSA Implementation*.

Item	Effective Date
Every Student Succeeds Act - unless otherwise indicated	December 10, 2015
Noncompetitive Programs	July 1, 2016
Competitive Programs	October 1, 2016
Foster Care provisions	December 10, 2016
Implementation of statewide outcome assessments	2017-2018
Identification of schools in need of support	Spring 2018
Implementation of Differentiated Accountability and Supports across identified schools	2018-2019

Figure 2 illustrates where the ESSA Plan fits into the continuum of law, rules, guidance and technical assistance. The specificity of information becomes more detailed at each level. ESSA itself provides the broadest level of

information for states, districts and schools; Technical Assistance (TA), provides the most hands-on, clearest and detailed information on process, practices, funding, and implementation of the law. The ESSA Plan will describe the broader system to support ESSA in Iowa, with more details to come in guidance and technical assistance subsequent to the approval of our plan by the United States Department of Education (USED).

USED ESSA LAW. Reauthorization of ESEA of 1965, referred to as the Every Student Succeeds Act (ESSA), Public Law 114-95. It contains the broadest language and level of information for states, districts and schools.
ESSA Plan. Overall plan to address the major areas of law indicated by PL 114-95. It provides enough information to understand the broader system within which Iowa will function.
Rules. Rules are the translation of the law into actionable policy. Rules provide some additional detail to enable the development of guidance for states.
Guidance. Guidance interprets rule in order to implement law across appropriate agencies. It provides a level of detail that allows states, districts and schools to effectively implement law.
TA or Technical Assistance provides a level of specificity that supports educators in the field. TA does not stray from rule or guidance, but details processes, practices, funding and other information regarding full implementation of the law.

Figure 2. *Continuum of Law to Technical Assistance*.

Given where the ESSA Plan is in the continuum of information and supports, it may be important to understand what the initial ESSA Draft Plan is – and is not. This clarification is provided in Table 2 below.

Table 2. *What the Initial ESSA Draft Plan IS – and IS NOT*.

What the initial ESSA Draft Plan IS….	What the initial ESSA Draft Plan IS NOT….
1. Truly a first draft. 2. Iowa's draft application for funds authorized under ESSA. 3. Reflective of the broader system within which Iowa will function to support ESSA. 4. Developed by working closely with stakeholders. 5. Revised based on feedback collected across our ESSA Advisory Committee, Fall Listening Tours and Issue-Specific Forums. 6. Informed moving forward by feedback, which will be reflected in the final draft released in May, 2017. 7. A draft plan that will be submitted to USED on September 18, 2017 (USED then has a 120-day review period to approve state plans)	1. Complete or final. 2. Inclusive of all feedback, as we are continuing to compile, summarize and consider feedback within ESSA requirements. 3. Limiting regarding the state's ability to revise the plan in future submissions to USED for approval. 4. Inclusive of the detail needed for schools to implement (this will be provided in guidance and technical assistance). 5. Limiting on the allowable use of federal funds beyond what is stated in law. 6. Limiting of stakeholder feedback or engagement, as this is truly a first draft.

How to Provide Feedback. There are four critical ways to provide feedback on Iowa's initial ESSA Draft Plan:

1. **ONLINE**. Access our online feedback form at https://www.surveymonkey.com/r/C62XHL3. *This is the best way to provide input for consideration!*
2. **INFORMATION TOUR**. Attend one of our Information Tour meetings between January 9-20, 2017. Dates, locations and times are listed on the IDOE's ESSA webpage at https://www.educateiowa.gov/pk-12/every-student-succeeds-act
3. **EMAIL**. Send questions, clarifications or general feedback to essa@iowa.gov.
4. **MAIL**. Send your feedback via mail to:

   Iowa Department of Education
   400 East 14th Street
   Grimes Office Building
   Des Moines, IA 50319-0146
   ATTN: Deputy Director David Tilly – ESSA Feedback

All input will be reviewed, and considered in our next draft, which will be posted for review and input, May 2017. During the Spring review, we do not anticipate substantive changes to the plan. We will use the summer months to begin to develop guidance and establish our communication and professional learning plan. The timeline in Figure 3 provides an overview of the ESSA Plan feedback, posting and submission dates.

Figure 3. *ESSA Input and Submission Timeline*

Go to our ESSA Online Feedback Form to provide us just-in-time input!
Deadline for all feedback to be considered in the next ESSA Draft: February 15, 2017!

PROGRAMS INCLUDED IN THE CONSOLIDATED STATE PLAN

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and still wishes to receive funds under that program or programs, it must submit individual program plans that meet all statutory requirements with its consolidated State plan in a single submission, consistent with 34 C.F.R. § 299.13(d)(iii).

☒ Check this box if the SEA has included all of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below for which the SEA is submitting an individual program State plan:

☐ Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies

☐ Title I, Part C: Education of Migratory Children

☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

☐ Title II, Part A: Supporting Effective Instruction

☐ Title III, Part A: Language Instruction for English Learners and Immigrant Students

☐ Title IV, Part A: Student Support and Academic Enrichment Grants

☐ Title IV, Part B: 21st Century Community Learning Centers

☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program

☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act): Education for Homeless Children and Youths Program

Educator Equity Extension

☐ Check this box if the SEA is requesting an extension for calculating and reporting student-level educator equity data under 34 C.F.R. § 299.13(d)(3). An SEA that receives this extension must calculate and report in this consolidated State plan the differences in rates based on school-level data for each of the groups listed in section 5.3.B and describe how the SEA will eliminate any differences in rates based on the school-level data consistent with section 5.3.E. An SEA that requests this extension must also provide a detailed plan and timeline in Appendix C addressing the steps it will take to calculate and report, as expeditiously as possible but no later than three years from the date it submits its initial consolidated State plan, the data required under 34 C.F.R. § 299.18(c)(3)(i) at the student level.

OVERVIEW OF IOWA'S SUPPORTS FOR STUDENTS, EDUCATORS & SCHOOLS

The Iowa Department of Education (IDOE) is focused on ensuring equity not just in access to a well-rounded education, but to educational excellence leading to success for all Iowa students. We have incredible strength in our system to achieve and sustain this critical focus. We have established an effective infrastructure that draws upon expertise from across our state to establish evidence-based practices embedded in every aspect of what we do in education. We maintain a robust delivery and support system needed to increase student results by providing evidence-based professional learning to educators and leaders statewide. Within this ***collaborative infrastructure***[1] we are committed to ensuring:

A. ***Supports for Students*** to have access to – and thrive within - an equitable and well-rounded education;
B. ***Supports for Educators*** to work in systems that promote excellence in both teaching and learning; and
C. ***Supports for Schools*** to have greater flexibility and positive outcomes through Iowa's Unified Differentiated Accountability and Support System.

Collaborative Infrastructure. For the past four years, we have worked to establish a robust collaborative infrastructure with Area Education Agencies (AEA), districts, schools, and related educational organizations (Figure 4). Experts across the state are engaged in this critical work to guarantee that what we do as a state is based on current evidence of impact on student outcomes and efficacy in school improvement in the following ways:

- *Development*. We work as a system to identify, develop, refine and pilot evidence-based processes, tools, practices and professional learning.
- *Delivery*. After establishing efficacy within Iowa's context, members of Iowa's statewide Training Cadre engage in professional learning which is then, in turn, delivered across agencies. Training Cadre members are personnel from across the educational system expert in areas vital to student outcomes and school improvement. Iowa's Statewide School Improvement Team (SSIT) are members of this cadre and are considered the core experts in school improvement.
- *Supports*. Training Cadre members are responsible to support schools identified as needing universal, supplemental or targeted supports. SSIT members are responsible to support schools identified as needing comprehensive or intensive supports.

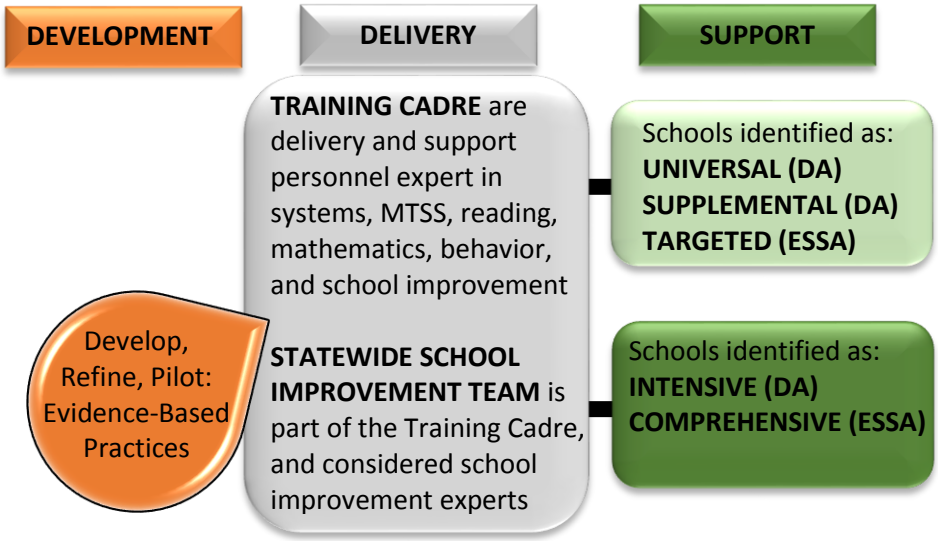


Figure 4. *Collaborative Infrastructure: Development, Delivery and Support.*

[1]This is often referred to as Collaborating for Iowa's Kids or C4K.

A. Support for Students

. Iowans have always valued and promoted a high-quality, well rounded education for all of its citizens. This value is reflected in Iowa law through the required subjects and coursework that all public schools in Iowa must provide to all students. Indeed, accreditation of public schools in Iowa are partially predicated on public districts both offering and teaching the prescribed coursework in a well-rounded range of topics. These requirements are contained in Iowa Code 256.11 and include but are not limited to:

For Elementary students grades 1 through 6 [Iowa Code 256.11(3)]

- English-language arts, social studies, mathematics, science, health, age-appropriate and research-based human growth and development, physical education, traffic safety, music, and visual arts.

For Junior High students grades 7-8 [Iowa Code 256.11(4)]

- English-language arts; social studies; mathematics; science; health; age-appropriate and research-based human growth and development; career exploration and development; physical education; music; and visual arts.

For High School students grades 9-12 [Iowa Code 256.11(5)] The minimum program to be offered and taught for grades nine through twelve is:

- Five units of science including physics and chemistry;
- Five units of the social studies including instruction in voting statutes and procedures, voter registration requirements, the use of paper ballots and voting systems in the election process, and the method of acquiring and casting an absentee ballot;
- Six units of English-language arts.
- Four units of a sequential program in mathematics and two additional units of mathematics;
- Four sequential units of one foreign language other than American sign language;
- All students physically able shall be required to participate in physical education activities during each semester they are enrolled in school except as otherwise provided;
- A minimum of three sequential units in at least four of the following six career and technical education service areas: (a) Agriculture, food, and natural resources. (b) Arts, communications, and information systems. (c) Applied sciences, technology, engineering, and manufacturing, including transportation, distribution, logistics, architecture, and construction. (d) Health sciences. (e) Human services, including law, public safety, corrections, security, government, public administration, and education and training. (f) Business, finance, marketing, and management;
- Three units in the fine arts which shall include at least two of the following: dance, music, theater, and visual arts; and
- One unit of health education.

Iowa addresses meeting the needs of all our students, including subgroups of students by ensuring these students have equitable access to high quality instruction in all of the areas of a well-rounded education listed above and by providing an array of supports for these students to promote their performing at high levels in Iowa's high academic standards. Not only does Iowa provide equitable access to all students, as documented in our recent state Educational Equity Plan, but we strive to provide equity in result – as is described in detail throughout this plan. Indeed, our equity plan goes well beyond assuring access to all students to striving to provide high levels of results for all.

Iowa's implementation of the ESSA offers additional opportunities for LEAs to consider and further student opportunities to obtain a well-rounded education. The IDOE, through its implementation, guidance and technical assistance for all Titles and Grant programs of ESEA intends to support LEAs in creatively leveraging and coordinating well-rounded education opportunities, within parameters offered by the statute, in ways that best support local district needs. Examples of additional program opportunities that the IDOE will encourage districts to consider include Physical Education, Social Studies, School Library Programs, Talented and Gifted Education Programs, Early Childhood Education Programs and Fine Arts Programs. In these areas, the Department will actively work with State-level professional organizations to create exemplars of how these disciplines can work effectively to encourage a well-rounded education and promote high levels of achievement in challenging learning standards for all learners. The Department will also partner with State-level professional organizations to create a clearinghouse of evidence-based strategies in these disciplines that districts might incorporate into various components of their ESSA plans to meet local need. This clearinghouse will be web-based and searchable by LEAs and will serve as part of the technical assistance offered by the IDOE to LEAs.

B. Support for Educators. In Iowa, the 2013 legislative session adopted Iowa's Teacher Leadership and Compensation System (TLC) system with the express purpose of creating a framework within all districts across the state to recruit, retain, support, and promote excellence for all educators and leaders. All districts have established local plans that create the framework within which educators may serve across a variety of critical roles essential for continued professional learning (e.g., model, mentor, lead, instructional coach, curriculum and professional development leader). Such a framework empowers educators, and serves as a structure for professional learning needed to support our Unified Differentiated Accountability and Support System. To that end, evidence-based professional learning will be supported as appropriate across all school personnel (e.g., teachers, other school leaders, specialized instructional support personnel, and paraprofessionals). Professional learning will have an emphasis on historically disadvantaged students, including students with disabilities, students who are economically disadvantaged, students from major ethnic and racial groups, and English Learners. In addition, the focus will be on effective implementation of essential components of a Multi-Tiered System of Supports (MTSS):

- **Assessment and Data-Based Decision-Making**. This includes training on the implementation, interpretation, and use of assessments results to support educators to make appropriate instructional decisions. This also includes understanding data-based decision-making practices at both the system and student level.
- **Evidence-Based Universal Instruction**. This includes professional learning on Early Learning Standards and Iowa Core Standards, as well as research-based instructional practices to meet the needs of all students.
- **Evidence-Based Intervention System**. This includes professional learning on how to diagnose and identify specific learning needs of individual students as well as groups of students, how to design instruction to address identified student need(s), and how to effectively deliver instruction to maximize student engagement and achievement.

Further professional learning includes:

- **Leadership**. This includes professional learning in distributed leadership, evidence-based practices and competencies in instructional programming, and systems work within continuous improvement and MTSS.
- **Infrastructure**. This includes professional learning on effective structures for professional learning, program evaluation practices, effective community and family engagement and system functioning (e.g., resources, scheduling, alignment), and effective management of financial resources.

Additional areas of professional learning and support will include opportunities to (a) increase teachers' effectiveness in effective MTSS[1] implementation to support teaching all students, including students with disabilities, English learners, low income students, lowest-achieving students, children with disabilities, children and youth in foster care, migratory children, homeless children, immigrant children, and neglected, delinquent and at-risk students, and (b) prevention and recognition of child abuse for all school personnel, including teachers, other school leaders, specialized instructional support personnel, and paraprofessionals.

C. Support for Schools

Iowa has established a *Unified Differentiated Accountability and Support System* (Table 3) designed to provide support for public districts, accredited nonpublic schools and Area Education Agencies (AEAs) when and where they need it most. This system has three interconnected structural components: Universal Desk Audit, Identification for Supports, and Supports for Schools. It is designed to support compliance with state and federal law as well as build capacity in continuous improvement reflected within Iowa's Multi-Tiered Systems of Supports (MTSS) framework.

Table 3. *Unified Differentiated Accountability and Support System*.

Universal Desk Audit	Identification for Supports[1]	Supports for Schools
The Universal Desk Audit is a required compliance submission and review. All districts, preschool programs, nonpublic schools and Area Education Agencies must submit audit information through Iowa's Consolidated Accountability and Support Application (CASA). This includes compliance for all state and federal requirements. Noncompliance issues identified must be corrected within the designated timeframe indicated within code.	There are two methods to identify schools for supports: 1. **ESSA Measures**. Calculated and reported annually, the below measures will be used to identify schools for support every three years beginning in 2017-2018. ○ Academic Achievement (includes gap)[EH] ○ Academic Progress [E] ○ Graduation Rate [H] ○ Progress in achieving ELP [EH] ○ School Quality/Climate Indicator [EH] Schools identified using ESSA measures must engage in Supports for Schools. This is required as indicated under Supports for Schools. 2. **Healthy Indicators** Calculated annually, the below healthy indicator measures are used to identify schools for supports. ○ Assessment and Data-Based Decision-Making HI (includes universal screening/progress monitoring) ○ Universal Instruction ○ Intervention System ○ Leadership ○ Infrastructure Schools identified using HI measures will be provided access to all the same supports as those identified using ESSA measures. The support is optional.	There are four essential areas of supports for schools: 1. **Common Tools**. All schools will have access to an established data review process that includes a comprehensive needs assessment (CNA) and root cause analysis (RCA) that facilitates identification and verification of system needs. *Required: Targeted and Comprehensive (ESSA).* 2. **Technical Assistance**. All schools have access to an established layering of supports: self-paced, online modules, regional professional learning, ongoing webinars, and onsite support. *Required: Comprehensive (ESSA)* 3. **Action Plan**. All schools have access to one unified action plan aligned to state and federal law, and connected to results of the CNA and RCA. *Required: Targeted and Comprehensive (ESSA).*
Identification levels for support include *Supplemental and Intensive*.	ESSA Identification levels include *Comprehensive* (lowest 5%), or *Targeted* (underperforming subgroups). HI- Identification levels include *Universal, Supplemental and Intensive*.	Schools identified as needing Extended Comprehensive support (Comprehensive for more than three years), will be required to implement state-approved strategies aligned to district and building needs.

E=Elementary Required Measure; H=High School Required Measure. All measures include subgroup data.

[1]*The Iowa School Report Card* is included in the Unified Accountability and Support System, and measures are calculated and reported annually. However the state-required report card neither identifies noncompliance issues, nor identifies schools in need of support. Therefore it is not reflected in Table 3. Measures for the report card include: Academic Proficiency Growth (College Ready and Annual Growth), Closing Gap (Program and Race/Ethnicity), On-Track for College Readiness, Attendance, Graduation Rate, Staff Retention, and Parent/Community Involvement. Levels used for state reporting purposes only include: Exceptional, High Performance, Commendable, Acceptable, Needs Improvement, and Priority.

Section 1. LONG-TERM GOALS

Instructions: Each SEA must provide baseline data (i.e., starting point data), measurements of interim progress, and long-term goals for academic achievement, graduation rates, and English language proficiency. For each goal, the SEA must describe how it established its long-term goals, including its State-determined timeline for attaining such goals, consistent with the requirements in section 1111(c)(2) of the ESEA and 34 C.F.R. § 200.13. Each SEA must provide goals and measurements of interim progress for the all students group and separately for each subgroup of students, consistent with the State's minimum number of students.

In the tables below, identify the baseline (data and year) and long-term goal (data and year). If the tables do not accommodate this information, an SEA may create a new table or text box(es) within this template. Each SEA must include measurements of interim progress for academic achievement, graduation rates, and English language proficiency in Appendix A.

Section 1. Input

None provided at this time.

A. Academic Achievement.

ii. **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved academic achievement, including how the SEA established its State-determined timeline for attaining such goals.

In 2013, the Iowa Legislature established the Iowa Assessment Task Force, charged with recommending a statewide assessment of student performance for accountability purposes. The Task Force members included a cross section of experts: practicing teachers, administrators, technical assistance and professional development providers, higher education, a parent, and representatives from the Iowa Department of Education (IDOE) and Iowa Business Council. The Task Force met for over a year to study the issues and opportunities around assessment and to deliberate what is best for Iowa's children.

As a result of the work of the Task Force, the Smarter Balanced Assessment System was recommended to be adopted and replace the existing assessment system. In November 2015, the Iowa State Board of Education adopted state administrative rules implementing Smarter Balanced Assessments for English Language Arts (ELA) and mathematics. In the 2017-2018 school year, Iowa will implement this new outcome assessment across the state, which will create a new baseline of performance for Iowa students. Baseline data will allow for an informed process from which goals can be set. In the absence of this information, goals cannot meaningfully be established. Once baseline has been established Spring 2018, we will implement a three-step process to establish long-term goals and measurement of interim progress:

1. **Commission Assessment Task Group**. We will commission a representative group of Iowa assessment experts to review results, and recommend ambitious long term goals and measurement of interim progress.
2. **Internal Review**. The IDOE will review the recommendations to determine viability within the overall Unified Accountability and Support System, and provide feedback to the Assessment Task Group.

3. **External Review**. The Assessment Task Group will obtain input across stakeholders to be considered in the final iteration of long-term goals and measurement of interim progress.

The final recommendations will be approved by the IDOE and established in the 2018-2019 year.

iii. Provide the baseline and long-term goals in the table below

Table 4. *Baseline and Long-Term Goals for Reading/Language Arts and Mathematics*.

Subgroups	Reading/ Language Arts: Baseline Data and Year	Reading/ Language Arts: Long-term Goal	Mathematics: Baseline Data and Year	Mathematics: Long-term Goal
All students	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year
Economically disadvantaged students	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year
Children with disabilities	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year
English learners	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year
Race/Ethnicity				
American Indian or Alaska Native	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year
Asian	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year
Black or African American	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year
Hispanic	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year
Multi-race	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year
Native Hawaiian or Pacific Islander	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year
White	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year

B. Graduation Rate.

i. **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved four-year adjusted cohort graduation rates, including how the SEA established its State-determined timeline for attaining such goals.

In 2003, the Iowa State Board of Education established 95 percent across subgroups as the long term goal for the four-year graduation. Since Iowa adopted and began reporting the four-year adjusted cohort graduation rate, significant increases can been seen in rates statewide. The graduation rate for the Class of 2009 was 87.3 percent for all students. Graduation rates have increased to 90.8 percent for the Class of 2015. In fact, over the past 7 years graduation rates have increased on average approximately .5 percentage points each

year. This sizable increase demonstrates a concerted effort to get all students to complete high school within four years.

While Iowa is proud of this progress, there are practical limitations which must be taken into account when setting goals. There are students who take longer than four years to complete high school. Therefore Iowa will include a five-year adjusted cohort graduation rate in reporting and accountability measures with the long-term goal at 95% for those requiring additional time to graduate.

ii. Provide the baseline and long-term goals for the four-year adjusted cohort graduation rate in the table below.

Table 5. *Four-Year Adjusted Cohort Graduation Baseline and Long-Term Goal across Subgroups.*

Subgroup	Baseline Data: FFY 2015-2016	Long-term Goal
All students	90.8%	95%
Economically disadvantaged students	84.8%	95%
Children with disabilities	77.0%	95%
English learners	82.9%	95%
Race/Ethnicity		
American Indian or Alaska Native	85.6%	95%
Asian	92.7%	95%
Black or African American	79.2%	95%
Hispanic	82.8%	95%
Multi-race	83.9%	95%
Native Hawaiian or Pacific Islander	86.4%	95%
White	92.4%	95%

iii. If applicable, provide the baseline and long-term goals for each extended-year cohort graduation rate(s) and describe how the SEA established its ambitious long-term goals and measurements for such an extended-year rate or rates that are more rigorous as compared to the long-term goals and measurements of interim progress than the four-year adjusted cohort rate, including how the SEA established its State-determined timeline for attaining such goals.

As previously described, the Iowa State Board of Education established 95 percent across subgroups as the long term goal for the four-year graduation rate. Iowa will also use a five-year adjusted cohort graduation rate in reporting and accountability measures with the long-term goal at 95% for those requiring additional time to graduate.

Table 6. *Five-Year Extended Cohort Graduation Baseline and Long-Term Goal across Subgroups.*

Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year)
All students	Ready for Review: May 2017 Posting.	
Economically disadvantaged students		
Children with disabilities		
English learners		
<Add a row, as necessary, for each additional subgroup consistent with 34 C.F.R. § 200.16(a)(2)>		

C. **English Language Proficiency.**

i. **Description.** Describe the State's uniform procedure, applied consistently to all English learners in the State, to establish research-based student-level targets on which the goals and measurements of interim progress are based. The description must include:

1. How the State considers a student's English language proficiency level at the time of identification and, if applicable, any other student characteristics that the State takes into account (*i.e.*, time in language instruction programs, grade level, age, Native language proficiency level, or limited or interrupted formal education, if any).
2. The applicable timelines over which English learners sharing particular characteristics would be expected to attain ELP within a State-determined maximum number of years and a rationale for that State-determined maximum.
   How the student-level targets expect all English learners to make annual progress toward attaining English language proficiency within the applicable timelines.

Ready for Review: May 2017 Posting.

ii. Describe how the SEA established ambitious State-designed long-term goals and measurements of interim progress for increases in the percentage of all English learners in the State making annual progress toward attaining English language proficiency based on 1.C.i. and provide the State-designed long-term goals and measurements of interim progress for English language proficiency.

Ready for Review: May 2017 Posting.

Table 7. *Percentage of English Learners making Annual Progress: Baseline and Long-Term Goal*.

Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year)
English learners	Ready for Review: May 2017 Posting.	

Section 2: CONSULTATION AND PERFORMANCE MANAGEMENT

2.1 Consultation

Instructions: Each SEA must engage in timely and meaningful consultation with stakeholders in developing its consolidated State plan, consistent with 34 C.F.R. §§ 299.13 (b) and 299.15 (a). The stakeholders must include the following individuals and entities and reflect the geographic diversity of the State:

- *The Governor or appropriate officials from the Governor's office;*
- *Members of the State legislature;*
- *Members of the State board of education, if applicable;*
- *LEAs, including LEAs in rural areas;*
- *Representatives of Indian tribes located in the State;*
- *Teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and organizations representing such individuals;*
- *Charter school leaders, if applicable;*
- *Parents and families;*
- *Community-based organizations;*
- *Civil rights organizations, including those representing students with disabilities, English learners, and other historically underserved students;*
- *Institutions of higher education (IHEs);*
- *Employers;*
- *Representatives of private school students;*
- *Early childhood educators and leaders; and*
- *The public.*

Each SEA must meet the requirements in 34 C.F.R. § 200.21(b)(1)-(3) to provide information that is:

1. *Be in an understandable and uniform format;*
2. *Be, to the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and*
3. *Be, upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, 42 U.S.C. 12102, provided in an alternative format accessible to that parent.*

Section Input: Overall and Section Two

OVERALL INPUT

Stakeholder Input	What we have done with the input to date
• Stakeholders have indicated that Iowa needs to develop the ESSA Plan in a way that aligns with existing statewide efforts as well as with state requirements. Some examples of alignment to work includes but is not limited to: Teacher Leadership and Compensation, Early Literacy Implementation, Attendance Center Rankings, Future Ready Iowa, STEM, statewide work on mental health, public health, and work that others are doing in well-rounded education. • Stakeholders were appreciative of the flexibility of ESSA, and supported promotion of state	• The Department is intentionally aligning statewide work within the state ESSA Plan. Some examples include Teacher Leadership and Compensation as the framework within which professional learning may be supported, the Unified Differentiated Accountability and Support system that aligns state and federal requirements, a consolidated action plan, STEM, and Future Ready Iowa. • Additionally, we are committed to supporting flexibility of ESSA, including equity and

and/or local flexibility within the plan, as well as equity and flexibility in use of funds. • Both groups asked that we keep in mind Iowa's diversity across schools and the challenges this brings within and across the system. • A few stakeholders also asked that we keep the following in mind: (1) Caution to not make the plan too big or rush to get it done and lose focus on students, (2) Keep in mind the stress on the system as we are currently implementing several new initiatives, (3) Some encouragement to include more play/recess for PK-Elementary grades, (4) Some concern regarding supplement not supplant and caution for us to use funds as they are intended, and (5) Support more effective reading instruction in schools, small class sizes, and adequate special education funding.	flexibility in use of funds and we will seek to illustrate this throughout the plan. • Finally, we intend to keep first and foremost in our work that everything we do is to increase student outcomes and success – and intend to put forth a plan that is as streamlined, efficient, equitable, flexible, and supportive as possible.

SECTION 2 INPUT

Stakeholder Input	What we have done with the input to date
• Stakeholders were appreciative of the opportunity to provide input to be considered in the development of Iowa's Initial ESSA Draft Plan. • In addition, stakeholders asked that we continue to establish effective community and/or family engagement/partnerships – both in the development of the plan and evidence-based practices for schools. • A few stakeholders indicated a need to include student voice, and for the Department to establish a vision for education in Iowa. • The following input was provided by the ESSA Advisory Committee in regards to the submission date for the ESSA Plan: The plan should be drafted prior to the end of the 2016-2017 year; several members indicated an April submission was appropriate; several members indicated a September submission was appropriate.	• We will continue to engage with stakeholders throughout development of the ESSA Plan. • We will obtain feedback via an online survey during a winter and spring submission window and will continue to accept feedback at essa@iowa.gov. • We intentionally included at least one student voice on ESSA Advisory Committee, and our vision for education in Iowa aligns to our state board vision. • Our goal is to complete the plan for a final review by the end of the school year, and continue to obtain final feedback prior to a September submission.

A. Public Notice. Provide evidence that the SEA met the public notice requirements, under 34 C.F.R. § 299.13(b), relating to the SEA's processes and procedures for developing and adopting its consolidated State plan.

The IDOE has ensured ongoing communication and public notice using a three-pronged approach:

i. A single-point of communications. Iowa's ESSA website is the primary repository and connection point for the public and stakeholders to access ESSA resources and information, including ESSA FAQs, Iowa's ESSA Transition Plan, Superintendent Letters and all ESSA public documents and webinars, 30-day posting and input, and final ESSA Plan. The website is located at: https://www.educateiowa.gov/pk-12/every-student-succeeds-act

ii. Regular public notice across multiple means. Public notice is housed at the IDOE ESSA website, however notice also regularly occurs in the IDOE Director Updates, Superintendent Letters, Iowa's School Leader Update newsletter, Each and Every Child special education newsletter, and in scheduled media updates.

iii. Regular State Board and legislative updates to inform key policymakers. The IDOE will include regular progress updates to the Iowa State Board as well as to the Iowa Legislature In addition, the ESSA Plan will be presented to the General Assembly Education Committee Spring 2017 and also be provided the Governor's office for a 30-day review period on Spring, 2017.

B. Outreach and Input. For the components of the consolidated State plan including Challenging Academic Assessments; Accountability, Support, and Improvement for Schools; Supporting Excellent Educators; and Supporting All Students, describe how the SEA:

i. Conducted outreach to and solicited input from the individuals and entities listed above, consistent with 34 C.F.R. § 299.13(b),during the design and development of the SEA's plans to implement the programs that the SEA has indicated it will include in its consolidated State plan; and following the completion of its initial consolidated State plan by making the plan available for public comment for a period of not less than 30 days prior to submitting the consolidated State plan to the Department for review and approval.

Iowa has employed a graduated development and input structure to maximize outreach and engagement in every aspect of building Iowa's ESSA plan. Such a structure layers input opportunities from the most detailed areas of the plan to broad systems thinking across the education system and the community. There are six distinct groups that provide vital functions in Iowa's ESSA plan development as shown in Figure 5.

Figure 5. *Iowa's Graduated Development and Input Structure*

Each of these groups, their function and meeting frequency are described below. Refer to Appendix D for membership and meeting information for the large stakeholder groups (Multi-Issue Listening Tours and Issue-Specific Forums) and Appendix E for membership and meeting information within the working groups (DE ESSA Work Teams, Expert Groups and Advisory Committee).

- **DE ESSA Work Teams**. These teams were commissioned to design an ESSA plan that supports (1) an effective system infrastructure that aligns policy and funds into one consolidated plan, (2) districts and schools to implement evidence-based curriculum, instruction, assessments and interventions within Iowa's Differentiated Accountability and Supports model, (3) educators and leaders to support all students and their families, and finally (4) all students to be successful in school and in life. To accomplish the development of ESSA draft plans, the following work teams were established in February of 2016: Leadership, Policy and Communications, Finance, Accountability, School Intervention, Educator Excellence, Legal Foundations, Early Childhood, Standards and Assessment, Well-Rounded Education, and Program Specific Requirements. Work Teams meet every week on variable schedules that fit team needs. Our intention is to continue to meet within the IDOE as a leadership team over the next three years to ensure effective and consistent implementation of ESSA. Team purpose and membership is in Appendix E.
- **Expert Groups**. Expert Groups were established for specific work teams in the summer of 2016. The purpose of these groups is to review IDOE ESSA Work Team products and provide essential expert feedback on critical issues, as well as overall feedback on all areas of the work within their focus areas. Expert Groups meet as Work Teams determine the need for input/feedback throughout ESSA plan development.
- **ESSA Advisory Committee**. The ESSA Advisory Committee was established August 2016. The purpose of this committee is to provide input on key components of Iowa's plan to meet the federal Every Student Succeeds Act. Members include superintendents, educators, local school board members, education associations, university representatives, Iowa's Area

Education Agency representatives, business representatives and parent representatives. The committee membership was expanded subsequent to the August 2016 meeting to better reflect the diverse backgrounds of Iowa students. The committee convenes bi-monthly at a minimum.

ii. **Issue-Specific Groups**. Issue-specific groups are provided targeted opportunities for input. Issue-specific groups include: gifted and talented, special education, English learners, library support, counselors in schools, well-rounded education, early childhood, and other state agencies. There have been six Issue-Specific Forums to date. Two additional forums are scheduled for special education and English Learners early 2017.

iii. **Multi-Issue Listening Tour sessions**. Multi-issue Listening Tours are open to both the public and stakeholders, and scheduled at three critical points in Iowa's ESSA development:

1. ***Spring 2016*** to (A) educate the public and stakeholders about ESSA, and (B) obtain just-in-time input on issues that required immediate decisions: Iowa's ESSA Transition Plan, Title IA SES and Choice options for Schools in Need of Assistance.
2. ***Fall 2016*** to (A) educate the public and stakeholders about ESSA, (B) educate the public and stakeholders about Iowa's current ESSA plan of development, and (C) obtain input on ESSA to be considered as ESSA is developed
3. ***Winter 2017*** to (A) educate the public and stakeholders about Iowa's draft ESSA plan, and (B) obtain input on Iowa's ESSA draft plan.

iv. **The General Public**. The general public are included as key members of the multi-issue listening tours. In addition, the ESSA plan will be posted for public comment, Winter 2017 and Spring 2017. All comments will be considered in the final revision of Iowa's ESSA plan. See https://www.educateiowa.gov/pk-12/every-student-succeeds-act for public posting of Iowa's ESSA plan, and the ESSA online feedback survey.

The following stakeholders and entities are included in outreach and input efforts:

- **The Governor or appropriate officials from the Governor's office**. The ESSA Plan will be presented to the Governor's office for a 30-day review period.
- **Members of the State legislature**. State legislators are represented on Iowa's ESSA Advisory Committee. In addition, the ESSA Plan will be presented to the General Assembly Education Committee for input.
- **Members of the State board of education, if applicable.** The IDOE provided an update to the Iowa State Board at the November 2016 meeting, and will include regular progress updates in January, March and May or 2017.
- **LEAs, including LEAs in rural areas**. District personnel are represented across all external ESSA Teams in Figure 5: Expert Groups, ESSA Advisory Committee, Issue-Specific Forums, Multi-Issue Listening Tours and General Public.
- **Representatives of Indian tribes located in the State**. We will reach out to the Sac and Fox tribes within the Meskwaki settlement school to engage and collaborate with representatives regarding the ESSA Plan.
- **Teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and organizations representing such individuals**. Education personnel

and organizations are represented across all external ESSA Teams in Figure 5: Expert Groups, ESSA Advisory Committee, Issue-Specific Forums, Multi-Issue Listening Tours and General Public.

- **Parents and families**. Parents and families, and organizations that represent parents and families, are represented across all external ESSA Teams in Figure 5: Expert Groups, ESSA Advisory Committee, Issue-Specific Forums, Multi-Issue Listening Tours and General Public.
- **Community-based organizations**. Community-based organizations are represented within the ESSA Advisory Committee, Issue-Specific Forums, Multi-Issue Listening Tours and General Public.
- **Civil rights organizations, including those representing students with disabilities, English learners, and other historically underserved students**. These organizations are represented within Issue-Specific Forums, Multi-Issue Listening Tours and General Public. We will reach out to additional
- **Institutions of higher education (IHEs).** IHEs are represented within the ESSA Advisory Committee, Issue-Specific Forums, Multi-Issue Listening Tours and General Public.
- **Employers**. Employers are represented within Issue-Specific Forums, Multi-Issue Listening Tours and General Public.
- **Representatives of private school students**. Non-public school personnel are represented across all external ESSA Teams in Figure 5: Expert Groups, ESSA Advisory Committee, Issue-Specific Forums, Multi-Issue Listening Tours and General Public.
- **Early childhood educators and leaders**. Early Childhood personnel are represented across all external ESSA Teams in Figure 5: Expert Groups, Issue-Specific Forums, Multi-Issue Listening Tours and General Public.
- **The public** has the opportunity to provide feedback at scheduled Multi-Issue Listening Tours, winter and spring submission windows of the ESSA online survey, and via email at essa@iowa.gov.

vi. Took into account the input obtained through consultation and public comment. The response must include both how the SEA addressed the concerns and issues raised through consultation and public comment and any changes the SEA made as a result of consultation and public comment for all components of the consolidated State plan.

The IDOE obtained over 65 pages of input from approximately 500 public and stakeholder members across over nine Fall Listening Tours (N=287), six Issue-Specific Forums (N=80), three ESSA Advisory Committee meetings (N=35) and countless work team and expert group meetings (N=100). Table 8 provides an overview of meeting dates/times, number of participants and representation across the ESSA Advisory Committee, Fall Listening Tour sessions, and Issue-Specific Forums. Further details regarding meeting type, date, number of participants, representation and members, is provided in Appendix D.

Table 8. *Feedback Origin, Number of Participants, Date/Time and Representation*.

Feedback Origin	Number	Date Time	Representation
ESSA Advisory Committee	35	August 18, 2016 October 19, 2016 December 7, 2016 10am-3pm	Superintendents (public and nonpublic), principals, school board members, Iowa Association of School Boards, educators, legislators, school finance representation, Iowa State Education Association, Area Education Agencies, Professional Educators of Iowa, School Administrators of Iowa, Institutes of Higher Education, student representation, Iowa PTA
Fall Listening Tour Johnston – Heartland AEA	30	September 26, 2016 5-7pm	Librarians, educators (e.g., gifted and talented, special education, social studies), AEAs, community, students, parents
Fall Listening Tour Council Bluffs – Green Hills AEA	13	September 27, 2016 5-7pm	Librarians, Superintendents, educators (e.g., gifted and talented)
Fall Listening Tour Elkader-Keystone AEA	20	October 11, 2016 5-7pm	Educators (e.g., reading), Superintendents, AEAs, Institutes of Higher Education, school boards
Fall Listening Tour Sioux City – Northwest AEA	27	October 20, 2016 5-7pm	Educators (e.g., English Learners, gifted and talented, arts) parents, school counselors, school nurses, librarians
Fall Listening Tour Bettendorf-Mississippi Bend AEA	19	October 25, 2016 5-7pm	Educators, (e.g., gifted and talented, social studies, early childhood) Librarians
Fall Listening Tour Storm Lake - Prairie Lakes AEA	10	October 26, 2016 5-7pm	Librarians, educators (e.g., general, gifted/talented, special education), AEAs, city council, coaches

Fall Listening Tour Cedar Rapids – Grant Wood AEA	50	November 2, 2016 5-7pm	Librarians, educators (e.g., special education, preschool, arts), students, Institutes of Higher Education, parents, school board
Fall Listening Tour Ottumwa – Great Prairie	33	November 7, 2016 5-7pm	Educators (e.g., gifted and talented, physical education, science, arts) superintendents, parents, school board
Fall Listening Tour Cedar Falls – 267 AEA	85	November 9, 2016 5-7pm	Librarians, community, educators (e.g., physical education, early childhood) Iowa Work Force Development, Institutes of Higher Education
Issue-Specific Forum School Librarians	10	November 30, 2016 3-5pm	Iowa Association of School Librarians, AEA library services, Iowa State Libraries, Institutes of Higher Education, district/school librarians
Issue-Specific Forum Gifted and Talented	6	December 1, 2016 3-5pm	PACT Facilitator, Urban Education Network TAG coordinators, AEA Gifted Education Consultants, ITAG representation, district/school gifted and talented educators, law representation, Iowa Talented and Gifted Association representation
Issue-Specific Forum Counselors	16	December 6, 2016 3-5pm	District/school counselors, AEA school counselor representatives, Institutes of Higher Education representatives
Issue-Specific Forum Well-Rounded	15	December 8, 2016 3-5pm	Iowa Council for the Social Studies, Iowa Council on Economic Education and Jump$tart, Iowa Geographic Alliance, Iowa Bar Association, Iowa Thespians, AEA representation, district/school art educators, Iowa Music Educators Association, IAAE lobbyist representation
Issue-Specific Forums Other State Agencies	11	December 14, 2016 3-5pm	Iowa Workforce Development, Iowa Department of Public Health, Iowa Board of Regents, Iowa Department for the Blind, Iowa Department of Human Rights, STEM, Iowa Civil Rights, Iowa Department of Human Services, iJag, Iowa College Aid
Issue-Specific Forums Early Childhood	10	December 15, 2016 3-5pm	Iowa Department of Human Services, Iowa Department of Management, ASK Resource, CFPC Iowa, district/school early childhood/Early ACCESS representation, MATURA, Build Initiative

The IDOE ESSA Work Teams considered all stakeholder input from these meetings in the development of Iowa's ESSA Draft Plan. A summary of Iowa's public and key stakeholder input and the impact of input on this current draft plan is provided in Table 9. *Public and Key Stakeholder Input Summary and Impact by Section.* This summary represents input gathered during three ESSA Advisory Committee meetings, nine statewide Fall Listening Tour sessions (FLT), and six Issue-Specific Forums (ISF) focused on the following areas: library services/librarians, gifted and talented, counseling/counselors, well-rounded education, other state agencies and early childhood. Two additional issue-specific forums have been scheduled centered on special education and English Learners. Input from these meetings was obtained by (1) extensive note-taking to capture individual speaker input, and (2) directly from written comments provided by individual stakeholders. Input and impact details are in Appendix F (e.g., specific summary themes, number of comments by section and meeting type, such as the Fall Listening Tour) and raw data are provided in Appendix G

Table 9. *Public and Key Stakeholder Input Summary and Impact by Section*.

Section	Input Summary	Impact
Overall	Stakeholders across both FLT and ISF groups indicated that Iowa needs to develop the ESSA Plan in a way that aligns with existing statewide efforts as well as with state requirements. Some examples of alignment to work includes, but is not limited to: Teacher Leadership and Compensation, Early Literacy Implementation, Attendance Center Rankings, Future Ready Iowa, STEM, statewide work on mental health, public health, and work that other are doing in well-rounded education. Further, both groups were appreciative of the flexibility of ESSA, and supported promotion of state and/or local flexibility within the plan, as well as equity and flexibility in use of funds. Finally, both groups asked that we keep in mind Iowa's diversity across schools and the challenges this brings within and across the system. A few stakeholders also asked that we keep the following in mind: (1) Caution to not make the plan too big or rush to get it done and lose focus on students, (2) Keep in mind the stress on the system as we are currently implementing several new initiatives, (3) Some encouragement to include more play/recess for PK-Elementary grades, (4) Some concern regarding supplement not supplant and caution for us to use funds as they are intended, and (5) Support more effective reading instruction in schools, small class sizes, and adequate special education funding.	The Department is intentionally aligning statewide work within the state ESSA Plan. Some examples include Teacher Leadership and Compensation as the framework within which professional learning may be supported, the Unified Differentiated Accountability and Support system that aligns state and federal requirements, a consolidated action plan, STEM, and Future Ready Iowa. Additionally, we are committed to supporting flexibility of ESSA, including equity and flexibility in use of funds and we will seek to illustrate this throughout the plan. Finally, we will keep first and foremost in our work that everything we do is to increase student outcomes and success – and intend to put forth a plan that is as streamlined, efficient, equitable, flexible, and supportive as possible.

Section 2. Consultation & Performance Management	Both FLT and ISF groups were appreciative of the opportunity to provide input to be considered in the development of Iowa's Initial ESSA Draft Plan. In addition, both groups asked that we continue to establish effective community and/or family engagement/partnerships – both in the development of the plan and evidence-based practices for schools. A few stakeholders indicated a need to include student voice, and for the Department to establish a vision for education in Iowa. The following input was provided by the ESSA Advisory Committee in regards to the submission date for the ESSA Plan: The plan should be drafted prior to the end of the 2016-2017 year; several members indicated an April submission was appropriate; several members indicated a September submission was appropriate.	We will continue to engage with stakeholders throughout development of the ESSA Plan. We will obtain feedback via an online survey within both a winter and spring submission window, and continue to accept feedback at essa@iowa.gov. We intentionally included at least one student voice on ESSA Advisory Committee, and our vision for education in Iowa aligns to our state board vision. Finally, our goal is to complete the plan for a final review by the end of the school year, and obtain final feedback prior to a September submission.
Section 3. Academic Assessments	Stakeholders across the FLT indicated a general concern about Iowa's outcome assessment and/or the amount of testing required of students. Additionally, a few stakeholders had concerns about funds to support required assessments, that assessments should be used that impact efficacy of instruction for all students, or that assessments just should be eliminated altogether.	In response to concern regarding Iowa's outcome assessment and the amount of testing required of students, funds to support required assessments, and need to ensure assessments are implemented that impact efficacy of instruction, the Department is conducting an internal assessment audit. Once completed, results of the assessment audit will be shared across stakeholders. For details, see Appendix H.
Section 4. Accountability, Support and Intervention for Schools	Stakeholders across FLT and ISF indicate the following should be considered in Iowa's measures for accountability: (1) Proficiency Model, (2) Growth Model, (3) measures that include ACT, SAT, college and career ready and/or AP courses, (4) measures that include creativity, or school climate – measures that are not typical accountability measures. A few stakeholders had some general concerns about accountability and what this means for specific subgroups – English Learners and Special Education.	The Department is continuing to obtain feedback on Iowa's measures for accountability, including the use of a proficiency model, a growth model and measures for school quality or climate. The measures provided in this initial draft is reflective of current conversations and thinking across this work

	The following input was provided by the ESSA Advisory Committee:
	• Iowa's Unified Differentiated Accountability and Support system is appropriate and effective model to use as it aligns and unifies state and federal requirements and simplifies continuous improvement to focus on evidence-based supports for schools.
	• Iowa's graduation measure should include an extended rate of at least 5 years, if not until the student graduates.
	• Iowa's reporting N size should be N=20
	• The recommended three-year cycle of identification and school intervention and supports allows schools the time to develop, implement, monitor and adjust their working action plans – and allow the system the ability to focus support.
	• The recommended title of Extended Comprehensive School is appropriate for schools that do not exit Comprehensive status after three school years.
	• Further discussion is required in order to provide considered input on the following:
	  ○ Models of proficiency and growth
	  ○ Measures of School Quality or Climate
	  ○ The Plan for School Interventions and Supports (needs clarification and potential revisions)
	  ○ Resource Allocation plan
	  ○ Extended Comprehensive Schools (needs clarification and potential minor revisions)
		team, expert group and advisory with consideration of input from FLT and ISF. Input from Advisory has been used directly in the development of Iowa's Unified Differentiated Accountability and Support system, graduation measure, N size, the three-year cycle of identification and support of schools (comprehensive and targeted) and Extended Comprehensive schools. The Accountability and School Intervention work teams will continue to work with their expert group, as well as obtain input across stakeholders, in regards to accountability measures, the plan for school intervention and supports, resource allocation plan and extended comprehensive schools.

Section 5. Educator Excellence	Both groups indicated that effective professional learning for educators' needs to be supported, specifically in the areas of gifted and talented, and library services. Additional input from FLT includes professional learning in how best to serve English Learners, as well as how to teach reading. Finally, some stakeholders indicated a need to support teachers by providing more planning or collaboration time. One comment indicated a need to develop a new teacher evaluation system, and one comment was a concern about one test determining whether or not an individual can become a teacher.	Part of aligning ESSA to current work is aligning professional learning to Iowa's Unified Differentiated Accountability and Support system as well as to the Teacher Leadership and Compensation framework. The Department will support evidence-based professional learning to across all content areas and subgroups, based on the

		needs of the system – including educators and leaders.
Section 6. Well-Rounded Education & Program Requirements	Both groups provided extensive input regarding well-rounded education, with nearly all focused on directly supporting all content areas with funds, addressing educator or professional-student ratio, and providing effective professional learning. Specifically, the areas of input included across both groups and/or at a frequency of nine or more in the FLT group includes: • Support all content areas and/or standards across content areas – specifically in the following areas: Career and Technical Education, Fine Arts, Health, Music, Physical Education, Science, Social Studies, and Technology. • Support access to AP courses for students. • Promote business interactions with schools and/or students, or career exploration programs (e.g., tours, visits, career exploration, how to prepare for the workforce). • Promote equity of collaboration among districts across the state to increase instructional opportunities for all students. • Promote equity of instructional opportunity for all students – specifically for students who are gifted and talented. • Support quality Early Childhood/Preschool Programs. • Support school counselors/guidance programs. • Support schools/educators to help students/families with social-emotional-behavior, mental health needs. • Support strong library programs, and effective, certified librarians. • Some feedback also included support school nurses, the content area of languages/world languages, and bilingual education. One individual asked that we take this as an opportunity to rethink education completely. Additional feedback from issue-specific groups to take into consideration either in the ESSA	The Department supports well-rounded education through Iowa's Offer and Teach requirements (Iowa Administrative Code(IAC) ch.281.12). We are committed to one consolidated plan, and intend to support districts to creatively leverage and coordinate well-rounded opportunities that best support local context and needs. In response to feedback indicating a need to support all content areas, and statewide evidence-based work (e.g., programs, services, initiatives), the Department will work collaboratively with State-level organizations to develop the following to be provided in additional guidance or technical assistance: • Exemplars of evidence-based best practices across the following, including effective professional-to-student ratios: library programs/library roles, school counseling programs/counselor roles, gifted and talented programming, well-rounded content area definitions, programming and educator roles, and early childhood/preschool programming. • A web-based, searchable clearinghouse of evidence-based

	Plan, or in guidance/technical assistance, is provided below. **School Librarians**: • Make a focus on teacher librarians/library programs a requirement within ESSA. • Research indicates a direct link between effective library programs and certified librarians and increased student outcomes. • Provide clarification of the role of teacher librarians, and the utility of services and supports within the district. • School to Teacher Librarian ratio is out of balance and needs to be rectified to increase impact on student outcomes. • Provide exemplars for districts regarding the role and best practices of teacher librarians. • Partner with librarian associations to revise and support library standards and guidelines. **Gifted and Talented**: • Make a focus on gifted and talented a requirement within ESSA. • Support development of quality professional learning in gifted and talented that is provided statewide and supported within universities. • Gifted and Talented educator to student ratio is out of balance and needs to be rectified to increase impact on student success. • Provide exemplars for districts regarding the role and best practices differentiation for gifted and talented populations. • Define gifted and talented as a subgroup for reporting and accountability purposes. **School Counselors**: • Make a focus on counselors(ing)/guidance a requirement within ESSA. • Develop a mentor/leader model that is effective for school counselors. • Include definitions of the following in the plan: Clarify college and career ready, school counselors. • School counselor to student ratio is out of balance and needs to be rectified to increase impact on student success. • Provide exemplars for districts regarding the role and best practices of school counseling/guidance.	strategies that districts might incorporate into Title IV Part A plans to meet local needs.

	• Highlight the need for equity and quality of counseling/guidance from preschool through graduation, including transitions across grades/buildings. **Well-Rounded Education**: • Ensure there is a consistent message about ESSA and what it is/what it is not. • Include physical education measures in either reporting or accountability. • Provide separate definitions of the areas included within the well-rounded definition. • Make a focus on all the well-rounded content areas a requirement within ESSA. • Provide exemplars for districts regarding the best practices across well-rounded content areas. **Other State Agencies**: • Provide clear definitions across areas (e.g., career and college ready, career and technical education, well-rounded content areas). • Provide exemplars for districts regarding the evidence-based practices available in the state to support effective systems and student outcomes – examples include Future Ready Iowa, Get Iowans Ready, Catch-up/Speed programs, Go Alliance Academy, statewide work on mental health, public health, and work that other are doing in well-rounded education. **Early Childhood:** • Consider more emphasis on prevention, such as Title I for preschool. • Consider more early childhood expertise on the [ESSA] workgroups and statewide advisory council. • Encourage or require a methodology for school districts to target at-risk populations when it isn't available to all parents in a community that which to have their children be in preschool. • Consider supporting young children [and families] in poverty and encourage lowest 5% performing districts to expand early childhood programming such as Head Start and Early Head Start. • Consider how the plan to offer the Department's commitment to Early Childhood Iowa's vision, "every child,	

	beginning at birth, will be healthy and successful."	

C. Governor's consultation. Describe how the SEA consulted in a timely and meaningful manner with the Governor consistent with section 8540 of the ESEA, including whether officials from the SEA and the Governor's office met during the development of this plan and prior to the submission of this plan.

Date SEA provided the plan to the Governor:

Check one:

☐The Governor signed this consolidated State plan.

☐ The Governor did not sign this consolidated State plan.

2.2 System of Performance Management

Instructions: In the text boxes below, each SEA must describe consistent with 34 C.F.R. § 299.15 (b) its system of performance management of SEA and LEA plans across all programs included in this consolidated State plan. The description of an SEA's system of performance management must include information on the SEA's review and approval of LEA plans, monitoring, continuous improvement, and technical assistance across the components of the consolidated State plan.

A. Review and Approval of LEA Plans. Describe the SEA's process for supporting the development, review, and approval of LEA plans in accordance with statutory and regulatory requirements. The description should include a discussion of how the SEA will determine if LEA activities align with: 1) the specific needs of the LEA, and 2) the SEA's consolidated State plan.

The IDOE will support the development of LEA plans through the assistance and coaching of Iowa's Training Cadre (support for schools identified as targeted) and Statewide School Improvement Team (SSIT; support for schools identified as comprehensive). The Training Cadre (TC) is a seventy-member team that includes AEA and IDOE consultants who specialize in school improvement, systems change, interventions and supports for historically disadvantaged students, as well as content area interventions and supports. The SSIT is a fifty-member team that includes AEA and IDOE consultants who specialize in the aforementioned areas, and who are experts in Iowa's Unified Differentiated Accountability and Supports system, including state and federal requirements[1]. The TC and SSIT consultants are assigned to assist LEAs with the required technical assistance as described in section *4.1.B. Technical Assistance Regarding Evidence-Based Interventions*:

- **Year One: Planning Support** (i.e., a. Data Review and Needs Assessment and b. Identification of matched evidence-based strategies) – *required for schools identified as comprehensive and schools identified as targeted*, and
- **Years Two and Three: Implementation Support** (i.e., a. Monthly action plan data review, b. Professional learning support, c. District coach support and d. Summer Institute) - *required for schools identified as comprehensive and offered as supports for schools identified as targeted.*

LEA plans will be reviewed by SEA staff in the IDOE's Bureau of School Improvement. Plans will be reviewed for alignment with the LEA and buildings' Self-Assessment of MTSS Implementation (SAMI; included as a required part of *Year One Planning Support*) and the SEA's consolidated plan under ESSA. Plans will be collected in an online system that allows for SEA and LEA staff to collaborate by reviewing and revising plans until they are sufficiently aligned to needs and requirements before they are approved.

[1]Iowa's infrastructure to support statewide work, including supporting schools through our Unified Differentiated Accountability and Support System, is described within the *Overview of Iowa's Supports for Students, Educators and Schools*.

B. Monitoring. Describe the SEA's plan to monitor SEA and LEA implementation of the included programs to ensure compliance with statutory and regulatory requirements. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable

regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.

The IDOE will monitor the implementation of the state-level plan and LEA plans so that each are linked to the continuous improvement system (see item C below) and differentiated technical assistance system (see item D below) that currently exists in Iowa.

1. **IDOE Plan**. The IDOE will monitor the IDOE plan implementation for compliance by:
    a. Collecting and publicly reporting required information under section 1111(h) (SEA Report Card): The IDOE will collect required information annually relative to established interim and long-term goals for the SEA, as established in Section 1 of this plan.
    b. Collecting plan implementation data: The IDOE will annually collect IDOE and LEA implementation data. These data will be collected using the Self-Assessment of MTSS Implementation (SAMI). This is part of the required needs assessment for schools identified as targeted or comprehensive. See section 4.3.B. for details regarding these requirements.
    c. Analysis of results: Required information from the SEA and LEA Report Cards will be collected, analyzed, and monitored using Iowa's web-based data collection tools and data warehouse. SEA and LEA Report Card data will be combined with SEA and LEA implementation data. The IDOE will develop recommendations for supporting SEA and LEA plan implementation based on these data.
    d. Stakeholder involvement: The IDOE's ESSA Advisory will review the analysis of implementation and outcome results and provide input and feedback that will be considered in continuous improvement of plan implementation.
    e. Reporting of results: Monitoring results and actions taken to support SEA plan implementation will be publically shared via the IDOE's ESSA website, meetings with key stakeholder groups, and through regular State Board meetings and legislative updates. This information will be shared in a way that is concise, understandable and uniform format, and to the extent practicable in a language that parents can understand.
2. **LEA Plans**. The IDOE will monitor LEA plan implementation for compliance for those LEAs receiving assistance under this part by:
    a. Collecting and publicly reporting required information under section 1111(h) (LEA Report Card): The IDOE will collect required information annually relative to established interim and long-term goals for the LEA, as established in Section 1 of this plan. Data on state and federal requirements across ESSA and consolidated programs will be collected through Iowa's Universal Desk Audit (Details regarding the compliance audit is provided in *Table 3. Unified Differentiated Accountability and Support Model*).
    b. Collecting plan implementation data: The IDOE will annually collect LEA implementation data. These data will be collected using the Self-Assessment of MTSS Implementation (SAMI; included as a required part of *Year One Planning Support*).
    c. Analysis of results: Required information from the LEA Report Cards will be collected, analyzed, and monitored using Iowa's web-based data collection tools and data warehouse. LEA Report Card data will be combined with LEA implementation data. The IDOE will develop recommendations for supporting LEA plan implementation based on these data.

d. Stakeholder involvement: SSIT members, and if applicable, TC members, will review the analysis of implementation and outcome results with LEA stakeholders and provide input and feedback that will be considered in continuous improvement of plan implementation.

e. Reporting of results: Monitoring results and actions taken to support LEA plan implementation will be publically shared via the LEA's website, meetings with key stakeholder groups, and through LEA school board meetings. This information will be shared in a way that is concise, understandable and uniform format, and to the extent practicable in a language that parents can understand.

3. **Cost Reduction**. Wherever possible the IDOE will take steps to reduce data collection costs and duplication of effort by obtaining the information required under this subsection through existing data collection efforts, and support LEAs to do the same, by using existing web-based data collection tools and the infrastructure described in items C and D below.
4. **Annual State Report to the Secretary**. The IDOE will provide an annual report to the Secretary as specified in section 1111(h)(5).

C. Continuous Improvement. Describe the SEA's plan to continuously improve SEA and LEA plans and implementation. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.

The data collected and analyzed as part of the monitoring process (see item B above) will be used annually by the IDOE, in collaboration with Iowa's AEAs and LEAs (and identified schools) as part of Iowa's Collaborative Infrastructure (*Figure 4. Collaborative Infrastructure: Development, Delivery and Support*), which includes a focus on multi-tiered statewide scaling and implementation system to continuously improve SEA, AEA, and LEA outcomes, including coordinated plans and implementation leading to improved student outcomes. These data will be used to inform additional data collection at the school level as detailed in Sections 4.1 – 4.3 of this plan to further refine the identification of improvement needs. Feedback loops will be managed within the IDOE and supported by Iowa's Collaborative Infrastructure. Feedback from LEAs as well as other key stakeholder groups, will be used to make annual improvements to the implementation and outcomes of the SEA plan.

These data will be used annually to identify areas of strength and needed improvement at the IDOE and LEA-level, as well as within our Collaborative Infrastructure (Figure 4). The IDOE will ensure continuous improvement efforts occur by providing ongoing training, resources, and ongoing support to IDOE and AEA staff throughout the school year on monitoring implementation plans, the evidence-based strategies needed in districts and how to coach LEAs and schools through the continuous improvement process.

E. Differentiated Technical Assistance. Describe the SEA's plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other subgrantee strategies.

Differentiated technical assistance will be supported within Iowa's Collaborative Infrastructure, and provided directly through Iowa's Unified Accountability and Support System[1] Data collected and analyzed as part of the monitoring and continuous improvement processes (see items B and C above) will be used to inform additional data collection at the school level as detailed in Sections 4.1 – 4.3 of this plan. Directness of IDOE and AEA support and resources allocated for support will be differentiated based on the needs identified using the data collected, with LEAs with greater needs provided more direct supports and more resources allocated to provide those supports.

While identification of differentiated supports will be based on the Determination process, further differentiation decisions will be made in an ongoing way based on annual review of required monitoring data (see item B above), annual needs assessment data, and ongoing collaboration during the school year between the IDOE, AEAs, LEAs, and schools within LEAs. The IDOE will ensure this is possible by providing training, resources, and ongoing support to Training Cadre and Statewide School Improvement Team members throughout the school year on monitoring implementation plans, the evidence-based strategies needed in LEAs and how to coach LEAs and schools through the continuous improvement process.

[1]Iowa's structure to support schools through our Unified Differentiated Accountability and Support System is described within the *Overview of Iowa's Supports for Students, Educators and Schools*.

Section 3: ACADEMIC ASSESSMENTS

Instructions: As applicable, provide the information regarding a State's academic assessments in the text boxes below.

Section Input

Stakeholder Input	What we have done with the input to date
Stakeholders indicated a general concern about Iowa's outcome assessment and/or the amount of testing required of students. Additionally, a few stakeholders had concerns about funds to support required assessments, that assessments should be used that impact efficacy of instruction for all students, or that assessments just should be eliminated altogether.	In response to concern regarding Iowa's outcome assessment and the amount of testing required of students, funds to support required assessments, and need to ensure assessments are implemented that impact efficacy of instruction, the Department is conducting an internal assessment audit. Once completed, results of the assessment audit will be shared across stakeholders. See Appendix H for details.

A. Advanced Mathematics Coursework. Does the State: 1) administer end-of-course mathematics assessments to high school students in order to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA; and 2) use the exception for students in eighth grade to take such assessments under section 1111(b)(2)(C) of the ESEA?

☐ Yes. If yes, describe the SEA's strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school consistent with section 1111(b)(2)(C) and 34 C.F.R. § 200.5(b)(4).

☒ No.

Iowa does not require end-of-course assessments. However, all students take the statewide assessment in grades three through eleven. If a student in eighth grade scores at the 95th percentile for both sixth and seventh grades, and enrolled in advanced coursework in mathematics, they are eligible to take the high school exam in math only. Preparation for AP mathematics courses is a local decision. We support districts adopting Pre-AP curriculum and vertical alignment, as well as advanced coursework and faster pacing through standards and acceleration when appropriate.

B. Languages other than English. Describe how the SEA is complying with the requirements in section 1111(b)(2)(F) of the ESEA and 34 C.F.R. § 200.6(f) in languages other than English.

i. Provide the SEA's definition for "languages other than English that are present to a significant extent in the participating student population," consistent with 34 C.F.R. § 200.6(f)(4), and identify the specific languages that meet that definition.

The IDOE's definition of "languages other than English that are present to a significant extent in the participating student population" is as follows: Any language that represents 4 percent or more of the native languages spoken by identified English Learners is considered a language present to a significant extent in the participating student population.

In 2015-16 school year, 5.7 percent of Iowa' students were English Learners. Of this population, sixty-eight percent (68%) indicated Spanish as their native language. The remaining thirty-two percent (32%) report a variety of languages. However, no other

languages represent more than 4 percent of native languages within the English Learner population. The largest next percentage is Karen (3.8) followed by Arabic (2.8), Bosnian (2.7), Vietnamese (2.6) and Burmese (2.2).

ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

Iowa will support three statewide outcome assessments in languages other than English: Smarter Balanced Assessments, ACT Aspire, and English Language Proficiency Assessment for the 21st Century (ELPA21) for English Learners.

Smarter Balanced Assessments: English Language Arts and Mathematics. In November 2015, the Iowa State Board of Education adopted state administrative rules implementing Smarter Balanced Assessments for English Language Arts (ELA) and Mathematics. In the 2017-2018 school year, Iowa will implement this new outcome assessment across the state. Smarter Balanced Assessments supports the following accessibility features: Braille, stacked Spanish translations, videos in American Sign Language, glossaries provided in 10 languages and several dialects, as well as translated test directions in 19 languages, side-by-side bilingual test version, directions translated into native language, and bilingual glossary.

ACT Aspire: Science. In the 2017-2018 school year, Iowa will implement ACT Aspire as the required science outcome assessment for grades 3 through 11. ACT Aspire supports the following accessibility features: Audio supports, such as text-to-speech and verbal descriptions of graphics, Second-language supports, including Spanish translations of tests and support materials, Visual supports, such as various color contrast settings, screen magnification and line readers, Motor supports, such as navigational aids and (for some components) speech-to-text, Cognitive and engagement supports, such as answer masking, American Sign Language (ASL), Braille and tactile graphics and Large type paper-and-pencil.

ELPA21 for English Learners serves as Iowa's required placement screener and measure of English Language proficiency. ELPA21 includes native language translation of directions across all grades in: Spanish, American Sign Language, Arabic, Chinese (Cantonese and Mandarin), Karen, Korean, Marshallese, Russian, and Somali.

iii. Indicate the languages other than English identified in B.i. above for which yearly student academic assessments are not available and are needed.

Not Applicable. Iowa has established academic assessments for all languages other than English that meet the definition identified in B.i.

iv. Describe how the SEA will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population by providing:

1. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 C.F.R. § 200.6(f)(4);

Not Applicable.

2. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and

Not Applicable.

3. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

Not Applicable

Section 4: ACCOUNTABIILTY, SUPPORT, AND IMPROVEMENT FOR SCHOOLS

Instructions: Each SEA must describe its accountability, support, and improvement system consistent with 34 C.F.R. §§ 200.12-200.24 and section 1111(c) and (d) of the ESEA. Each SEA may include documentation (e.g., technical reports or supporting evidence) that demonstrates compliance with applicable statutory and regulatory requirements.

Section Input

Stakeholder Input	What we have done with the input to date

Stakeholders indicated the following should be considered in Iowa's measures for accountability: (1) Proficiency Model, (2) Growth Model, (3) measures that include ACT, SAT, college and career ready and/or AP courses, and (4) measures that include creativity, or school climate – measures that are not typical accountability measures. A few stakeholders had some general concerns about accountability and what this means for specific subgroups – English Learners and Special Education.
 	
The following input was provided by the ESSA Advisory Committee:
• Iowa's Unified Differentiated Accountability and Support system is appropriate and effective model to use as it aligns and unifies state and federal requirements and simplifies continuous improvement to focus on evidence-based supports for schools.
• Iowa's graduation measure should include an extended rate of at least 5 years, if not until the student graduates.
• Iowa's reporting N size should be N=20.
• The recommended three-year cycle of identification and school intervention and supports allows schools the time to develop, implement, monitor and adjust their working action plans – and allow the system the ability to focus support.
• The recommended title of Extended Comprehensive School is appropriate.
• Further discussion is required in order to provide considered input on the following:
  ○ Models of proficiency and growth
  ○ Measures of School Quality or Climate
  ○ The Plan for School Interventions and Supports (only for clarification purposes and potential minor revisions)
  ○ Resource Allocation plan
  ○ Extended Comprehensive Schools (only for clarification purposes and potential minor revisions).
	The Department is continuing to obtain feedback on Iowa's measures for accountability, including the use of a proficiency model, a growth model and measures for school quality or climate. The measures provided in this initial draft is reflective of current conversations and thinking across this work team, expert group and advisory with consideration of input from FLT and ISF. Input from Advisory has been used directly in the development of Iowa's Unified Differentiated Accountability and Support system, graduation measure, N size, the three-year cycle of identification and support of schools (comprehensive and targeted) and Extended Comprehensive schools. The Accountability and School Intervention work teams will continue to work with their expert group, as well as obtain input across stakeholders, in regards to accountability measures, the plan for school intervention and supports, resource allocation plan and extended comprehensive schools.

4.1 Accountability System

A. Indicators. Describe the measure(s) included in each of the Academic Achievement, Academic Progress, Graduation Rate, Progress in Achieving English Language Proficiency, and School Quality or Student Success indicators and how those measures meet the requirements described in 34 C.F.R. § 200.14(a)-(b) and section 1111(c)(4)(B) of the ESEA.

- The description for each indicator should include how it is valid, reliable, and comparable across all LEAs in the State, as described in 34 C.F.R. § 200.14(c).
- To meet the requirements described in 34 C.F.R.§ 200.14(d), for the measures included within the indicators of Academic Progress and School Quality or Student Success measures, the description must also address how each measure within the indicators is supported by research that high performance or improvement on such measure is likely to increase student learning (e.g., grade point average, credit accumulation, performance in advanced coursework).
- For measures within indicators of School Quality or Student Success that are unique to high school, the description must address how research shows that high performance or improvement on the indicator is likely to increase graduation rates, postsecondary enrollment, persistence, completion, or career readiness.
- To meet the requirement in 34 C.F.R. § 200.14(e), the descriptions for the Academic Progress and School Quality or Student Success indicators must include a demonstration of how each measure aids in the meaningful differentiation of schools under 34 C.F.R. § 200.18 by demonstrating varied results across schools in the State.

Table 10. *Accountability Indicator, Measure and Description*.

Indicator	Measure	Description
Academic Achievement	Average Scale Scores	Average scale scores will be used to measure academic achievement. An average scale score is calculated for all students and for each subgroups in each building and district. The state assessment for 2016-2017 is the Iowa Assessments, and for 2017-2018 and beyond will be Smarter Balanced. Both assessments yield valid and reliable results in the areas of ELA and mathematics that can be compared statewide among all LEAs.
Academic Progress	Student Growth Percentile	Student Growth Percentiles (SGPs) will be calculated on the Iowa Assessments and the Smarter Balanced Assessment. The Student Growth Percentile growth model was chosen because it can technically handle the calculation of growth across two different measures. We will continue to work with stakeholders to determine an appropriate growth model for use during the 2018-2019 school year and beyond. If a model other than SGP is chosen, Iowa will revise its ESSA plan.
Graduation Rate	Four-year adjusted cohort graduation rate, and also an extended five-year cohort graduation rate.	The four-year adjusted cohort graduation rate (ACGR) will be calculated. The 4-year ACGR is the number of students who graduate in 4 years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer

		into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. An additional five-year rate will also be included in the accountability system.
Progress in Achieving English Language Proficiency	Student Growth Percentile	Student Growth Percentiles will be calculated using the composite measure on the ELPA21.

School Quality or Student Success	Iowa's Safe and Supportive Schools Conditions for Learning Index	Iowa's Safe and Supportive Schools Conditions for Learning Index (IS3 Index) was designed to measure conditions for learning in schools as part of the IS3 grant Iowa received in 2010. The measure, which relies on surveys of students, staff, and parents, as well as data on events such as suspension, was validated for use across the state as a comparable indicator during the time of the grant award. The IS3 index measures three domains of conditions for learning: Safety, Engagement, and Environment. Within this measure, we propose to use the survey portion of the IS3 index, in those areas within the survey that were used to calculate the index. This includes the below domains and constructs. A description of the full measure is provided in Appendix I.
		• **SAFETY**
		  ○ Physical Safety. The extent to which students are safe from physical harm while on school property.
		  ○ Emotional Safety. The extent to which students feel safe from verbal abuse, teasing, and exclusion.
		• **ENGAGEMENT**
		  ○ Diversity. The extent to which students and adults demonstrate respect for each other's differences (i.e., appearance, culture, gender, race, learning differences, etc.).
		  ○ Student-Student. The extent to which students demonstrate care for, respect for, and collaborate with one another.
		  ○ Adult-Student. The extent to which adults demonstrate care for students, respect for students, and acknowledgement of students' work.
		• **ENVIRONMENT**
		  ○ Expectations. The extent to which clear rules are delineated and enforced.
		  ○ Physical Environment. The extent to which the school facilities are adequate, clean, and up to date.

B. Subgroups.

i. List the subgroups of students from each major and racial ethnic group in the State, consistent with 34 C.F.R. § 200.16(a)(2), and, as applicable, describe any additional subgroups of students used in the accountability system.

Iowa will include the following groups in its accountability and reporting systems:

- Low Socio-Economic Status as measured by Free-or-reduced price lunch eligibility
- English Learners
- Students with disabilities
- White
- Black/African American
- Asian
- Hispanic
- Native American
- Hawaiian/Pacific Islander
- Multi-racial

ii. If applicable, describe the statewide uniform procedure for including former children with disabilities in the children with disabilities subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(b), including the number of years the State includes the results of former children with disabilities.

Iowa will not include students with disabilities in the IEP subgroup after they have exited.

iii. If applicable, describe the statewide uniform procedure for including former English learners in the English learner subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(c)(1), including the number of years the State includes the results of former English learners.

States may include English Learners (EL) in the EL subgroup for up to four years after exiting. Iowa will include ELs in the EL subgroup for four years after exiting.

iv. If applicable, choose one of the following options for recently arrived English learners in the State:

☐ Exception under 34 C.F.R. § 200.16(c)(3)(i) or

☐ Exception under 34 C.F.R. § 200.16(c)(3)(ii) or

☒ Exception under section 1111(b)(3) of the ESEA and 34 C.F.R. § 200.16(c)(4)(i)(B). If selected, provide a description of the uniform procedure in the box below.

The Department will assess and report a recently arrived EL's results in ELA and mathematics, but exclude the results for accountability purposes for one year. In the second year the state will use a measure of the student's growth in ELA and math for accountability. In years three and beyond proficiency will be included in accountability.

C. Minimum Number of Students.

i. Provide the minimum number of students for purposes of accountability that the State determines are necessary to be included in each of the subgroups of students consistent with 34 C.F.R. § 200.17(a).

Iowa will use a minimum N size of 20 for inclusion in the accountability calculations under section 1111(c) for all students and each subgroup of students.

ii. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for purposes of accountability, provide that number consistent with 34 C.F.R. § 200.17(a)(2)(iv).

Iowa will use a minimum N size of 10 for inclusion in public reporting under section 1111(h) for all students and each subgroup of students.

iii. Describe how the State's minimum number of students meets the requirements in 34 C.F.R. § 200.17(a)(1)-(2);

A minimum N size of 20 will prevent the use of disaggregated data for AYP determinations if the number of students in the subgroup is insufficient to yield statistically reliable information (200.17(a)(1)). The state has determined that 20 is the minimum N size required to yield statistically reliable information by (a) comparing the number and size of schools that would be included in the accountability system if the minimum N size were set at 10, 20 and 30, (b) calculating data for the smallest schools included in accountability at each N size, and (c) determining that the data are less than stable at N=10, but are minimally stable at an N size of 20.

iv. Describe how other components of the statewide accountability system, such as the State's uniform procedure for averaging data under 34 C.F.R. § 200.20(a), interact with the minimum number of students to affect the statistical reliability and soundness of accountability data and to ensure the maximum inclusion of all students and each subgroup of students under 34 C.F.R. § 200.16(a)(2);

Iowa will not average data as part of the accountability system.

v. Describe the strategies the State uses to protect the privacy of individual students for each purpose for which disaggregated data is required, including reporting under section 1111(h) of the ESEA and the statewide accountability system under section 1111(c) of the ESEA;

Iowa will use a minimum N-size of 10 for reporting data for all students and all subgroups of students. When reporting data, cell sizes of less than ten are redacted based on the denominator to protect students from being identified.

vii. Provide information regarding the number and percentage of all students and students in each subgroup described in 4.B.i above for whose results schools would not be held accountable under the State's system for annual meaningful differentiation of schools required by 34 C.F.R. § 200.18;

The below table provides a breakdown of the number and percent of students across subgroups that would be included – and would not be included - and in accountability determinations with a minimum N-size of 20 students.

Table 11. *Number and Percent of Students across Subgroups included in Accountability Determinations*.

	All	N=20	% students included	% students not included
All Students	255,107	254,861	100%	0%
IEP	30,977	23,285	75%	25%
Low SES	98,607	96,715	98%	2%
ELL	11,983	9,368	78%	22%
African American	11,523	8,388	73%	27%
Am. Indian	824	170	21%	79%
Asian	5,848	3,245	55%	45%
Hawaiian/ Pacific Islander	456	0	0%	100%
Hispanic	24,676	19,391	79%	21%
Two or More Races	8,399	3,243	39%	61%
White	203,357	203,041	100%	0%

viii. If an SEA proposes a minimum number of students that exceeds 30, provide a justification that explains how a minimum number of students provided in 4.C above promotes sound, reliable accountability determinations, including data on the number and percentage of schools in the State that would not be held accountable in the system of annual meaningful differentiation under 34 C.F.R. § 200.18 for the results of students in each subgroup in 4.B.i above using the minimum number proposed by the State compared to the data on the number and percentage of schools in the State that would not be held accountable for the results of students in each subgroup if the minimum number of students is 30.

Not applicable.

E. Annual Meaningful Differentiation. Describe the State's system for annual meaningful differentiation of all public schools in the State, including public charter schools, consistent with the requirements of section 1111(c)(4)(C) of the ESEA and 34 C.F.R. §§ 200.12 and 200.18.
Describe the following information with respect to the State's system of annual meaningful differentiation:

i. The distinct and discrete levels of school performance, and how they are calculated, under 34 C.F.R. § 200.18(a)(2) on each indicator in the statewide accountability system;

Once we receive input regarding the use of measures for accountability as proposed in 4.1.A., the Department will calculate this information as indicated below:

Table 12. *Accountability Indicator Levels*.

LEVEL	Average Scale Score	Student Growth Percentile	Student Growth Percentile on ELPA 21	Graduation Rate-4 Year	Graduation Rate-5 Year	IS3 Index	Partici-pation
A							=>95%
B							NA
C							<95%

ii. The weighting of each indicator, including how certain indicators receive substantial weight individually and much greater weight in the aggregate, consistent with 34 C.F.R. § 200.18(b) and (c)(1)-(2).

Once we receive input regarding the use of measures for accountability as proposed in 4.1.A., the Department will calculate this information. In order to ensure that the academic indicators receive greater weight as required by ESSA, we propose that each of our indicators for elementary/middle and high schools are weighted as follows:

Table 13. *Accountability Indicator Weights*.

Elementary/Middle School Indicator	Weight	High School Indicator	Weight
Academic Achievement	1	Academic Achievement/Growth	2
Growth	2	Graduation	1
Progress toward ELP	1	Progress toward ELP	1
Conditions for Learning	.75	Conditions for Learning	.75
Participation	1	Participation	1

iii. The summative determinations, including how they are calculated, that are provided to schools under 34 C.F.R. § 200.18(a)(4).

Once we receive input regarding the use of measures for accountability as proposed in 4.1.A., the Department will describe summative determinations, how they were calculated, and complete the example provided. We propose providing the data as shown in Table 14

below. We propose that schools receive points for each level of performance for each indicator in the accountability system, including participation.

Table 14. *Summative Determinations across Indicators.*

ELEMENTARY – MIDDLE SCHOOL			HIGH SCHOOL	
Indicator	**Points**	**LEVEL**	**Points**	**Indicator**
Academic Achievement	**30**	**A**	**30**	**Academic Achievement/Growth**
	20	**B**	**20**	
	10	**C**	**10**	
Growth	**50**	**A**	**50**	**Graduation**
	40	**B**	**40**	
	30	**C**	**30**	
Progress toward ELP	**30**	**A**	**30**	**Progress toward ELP**
	20	**B**	**20**	
	10	**C**	**10**	
Conditions for Learning	**30**	**A**	**30**	**Conditions for Learning**
	20	**B**	**20**	
	10	**C**	**10**	
Participation	**At or Above 95%**	**A**	**At or Above 95%**	**Participation**
	NA	**B**	**NA**	
	Below 95%	**C**	**Below 95%**	

Table 15 provides an example of how the levels, points and weights might be applied to a final Summative Determination Score. Both level and points are provided in the table, however it is not necessary to provide both for any given determination score.

Table 15. *Summative Determination Table School Example*.

Indicator	**Levels**	**Points**	**Weight**	**Weighted Points**
Academic Achievement	B	20	1	20
Growth	A	50	2	100
Progress toward ELPA	C	10	1	10
Conditions for Learning	A	30	.75	22.5
Participation Rate – all students/subgroups	95%	10	1	10
Total	Pre-weighting: 120		**Post-weighting: 162.5**	

iv. How the system for meaningful differentiation and the methodology for identifying schools under 34 C.F.R. § 200.19 will ensure that schools with low performance on substantially weighted indicators are more likely to be identified for comprehensive support and improvement or targeted support and improvement, consistent with 34 C.F.R. § 200.18(c)(3) and (d)(1)(ii).

The academic indicators have been given substantially more weight. In addition, for the first two years of implementation of the accountability system IDOE will run the accountability data with and without the Conditions for Learning indicator included to ensure that inclusion of this information does not preclude any schools with low performance on the substantially weighted indicators from receiving support.

F. Participation Rate. Describe how the State is factoring the requirement for 95 percent student participation in assessments into its system of annual meaningful differentiation of schools consistent with the requirements of 34 C.F.R. § 200.15.

As indicated in Table 15, we will include participation rate within our accountability determinations with a weighted calculation of 1, for either met 95% participation in assessments (10 total points), or did not meet 95% participation in assessments (no points).

G. Data Procedures. Describe the State's uniform procedure for averaging data, including combining data across school years, combining data across grades, or both, in a school as defined in 34 C.F.R. § 200.20(a), if applicable.

Iowa will not average data for the accountability calculations. When combining data across grades for the purposes of creating the overall accountability index averages will be used across all grade levels.

H. Including All Public Schools in a State's Accountability System. If the States uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following specific types of schools, describe how they are included, consistent with 34 C.F.R. § 200.18(d)(1)(iii):

i. Schools in which no grade level is assessed under the State's academic assessment system (e.g., P-2 schools), although the State is not required to administer a standardized assessment to meet this requirement;

Ready for Review: May 2017 Posting.

ii. Schools with variant grade configurations (e.g., P-12 schools)

Ready for Review: May 2017 Posting.

iii. Small schools in which the total number of students who can be included in any indicator under 34 C.F.R. § 200.14 is less than the minimum number of students established by the State under 34 C.F.R. § 200.17(a)(1), consistent with a State's uniform procedures for averaging data under 34 C.F.R. § 200.20(a), if applicable;

Ready for Review: May 2017 Posting.

iv. Schools that are designed to serve special populations (e.g., students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities; students enrolled in State public schools for the deaf or blind; and recently arrived English learners enrolled in public schools for newcomer students); and

Ready for Review: May 2017 Posting.

v. Newly opened schools that do not have multiple years of data, consistent with a State's uniform procedure for averaging data under 34 C.F.R. § 200.20(a), if applicable, for at least one indicator (e.g., a newly opened high school that has not yet graduated its first cohort for students).

Ready for Review: May 2017 Posting.

4.2 Identification of Schools

A. Comprehensive Support and Improvement Schools. Describe:

i. The methodologies, including the timeline, by which the State identifies schools for comprehensive support and improvement under section 1111(c)(4)(D)(i) of the ESEA and 34 C.F.R. § 200.19(a) and (d), including: 1) lowest-performing schools; 2) schools with low high school graduation rates; and 3) schools with chronically low-performing subgroups.

Ready for Review: May 2017 Posting.

ii. The uniform statewide exit criteria for schools identified for comprehensive support and improvement established by the State, including the number of years over which schools are expected to meet such criteria, under section 1111(d)(3)(A)(i) of the ESEA and consistent with the requirements in 34 C.F.R. § 200.21(f)(1).

Ready for Review: May 2017 Posting.

B. Targeted Support and Improvement Schools. Describe:

i. The State's methodology for identifying any school with a "consistently underperforming" subgroup of students, including the definition and time period used by the State to determine consistent underperformance, under 34 C.F.R. § 200.19(b)(1) and (c).

Ready for Review: May 2017 Posting.

ii. The State's methodology, including the timeline, for identifying schools with low-performing subgroups of students under 34 C.F.R. § 200.19(b)(2) and (d) that must receive additional targeted support in accordance with section 1111(d)(2)(C) of the ESEA.

Ready for Review: May 2017 Posting.

iii. The uniform exit criteria, established by the SEA, for schools participating under Title I, Part A with low-performing subgroups of students, including the number of years over which schools are expected to meet such criteria, consistent with the requirements in 34 C.F.R. § 200.22(f).

Ready for Review: May 2017 Posting.

4.3 State Support and Improvement for Low-performing Schools.

A. School Improvement Resources. Describe how the SEA will meet its responsibilities, consistent with 34 C.F.R. § 200.24(d) under section 1003 of the ESEA, including the process to award school improvement funds to LEAs and monitoring and evaluating the use of funds by LEAs.

Iowa will make subgrants of varying amounts to schools that submit acceptable comprehensive or targeted improvement plans on a formula basis for a period of not more than three years. In the first planning year, both Comprehensive and Targeted schools will receive funding to support the planning process. During years 2 and 3, only Comprehensive schools will receive funding. Subgrants will also be made to our Area Education Agencies (AEA) that will serve schools implementing Comprehensive support and improvement activities or Targeted support and improvement activities on a formula basis for a period of not more than three years. AEAs would be expected to submit a grant application and provide agreed-upon technical assistance to Comprehensive and Targeted schools as a requirement of receiving this funding. Budgets, plans and progress will be updated annually by LEAs and monitored by the state. For details regarding resource allocation, please see Table 16.

Table 16. *Iowa State Set-Aside for School Improvement*.

The Iowa State Set-Aside for School Improvement is 7% of Iowa's Title IA Allocation; 5% of this set-aside is also used for Title I State Administrative Costs, leaving the remaining 95% of the 7% to be allocated to Area Education Agencies (AEAs) and Schools for Improvement (schools receiving Comprehensive and Targeted Assistance). We refer to this last number as the **School Improvement Allocation**, calculated using the following formula:

The School Improvement Allocation = [(Iowa's Title IA Allocation)(.07)*(.95)]. The table below describes how the 7% Set-Aside will be proportionately allocated to Schools receiving Comprehensive and Targeted Assistance, as well as the AEAs[1].

Organization	**Year 1 (Planning)**	**Year 2**	**Year 3**
Schools receiving Comprehensive Assistance *(anticipated number of schools is 30)*	⅔ of the School Improvement Allocation: • 50% of the allocation is distributed among Schools Receiving Comprehensive Assistance, and • 50% is distributed among Schools Receiving Targeted Assistance; Within this 50/50 allocation split: • 50% will be distributed equally across all schools, and • 50% will be allocated based on student poverty count	⅔ of the School Improvement Allocation: • 50% will be distributed equally across all schools, and • 50% will be allocated based on student poverty count	⅔ of the School Improvement Allocation: • 50% will be distributed equally across all schools, and • 50% will be allocated based on student poverty count
Schools receiving Targeted Assistance		None	None

Area Education Agencies (AEAs)[2]	AEAs will receive ⅓ of the School Improvement Allocation annually: • 50% will be distributed equally among AEAs, • an additional 30% will be distributed to AEAs proportionally based on the number of schools requiring Comprehensive Assistance within each AEA, and • 20% will be distributed to AEAs proportionally based on the number of schools requiring Targeted Assistance within each AEA.

[1]All schools receiving an allocation under Title IA must be ensured their basic allocation before the School Improvement Allocation can be calculated from the 7% set-aside, impacting the amount available for school improvement.
[2]Area Education Agencies are LEAs in the state of Iowa.

B. Technical Assistance Regarding Evidence-Based Interventions. Describe the technical assistance the SEA will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement, including how it will provide technical assistance to LEAs to ensure the effective implementation of evidence-based interventions, consistent with 34 C.F.R. § 200.23(b), and, if applicable, the list of State-approved, evidence-based interventions for use in schools implementing comprehensive or targeted support and improvement plans consistent with § 200.23(c)(2)-(3).

The IDOE will ensure effective development and implementation of evidence-based interventions through the following activities and requirements.

Planning Support (Year 1)

- *Data Review and Needs Assessment*
  - Online modules for reviewing ESSA data, as well as other state-identified indicators, will be required during the fall of the planning year. The modules will be required to be completed by a leadership team.
  - Online modules for conducting a district and/or school level needs assessment will be required during the fall of the planning year. The results of the needs assessment[1] – the Self-Assessment of MTSS Implementation (SAMI) will direct LEAs toward areas of priority for system improvement. The modules will be required to be completed by a leadership team.
- *Identification of matched evidence-based strategies*
  - Once areas of priority are identified, regional learning opportunities for school and/or district teams will be offered for each potential priority area.
  - Schools identified for Comprehensive support will be required to send teams to sessions for at least one priority area. Schools needing Targeted support will be invited to participate.
  - Support for writing the improvement plan will be provided via regional technical assistance sessions during which LEAs will receive both formal and informal support for completing the plan.

Implementation Support (Years 2 and 3)

During Years 2 and 3 of the school improvement cycle, schools with comprehensive support will receive the following implementation supports.

- *Monthly action plan data review:* Each school will receive a monthly data review support focused on implementation and outcome data related to the evidence-based interventions being implemented in the school improvement plan. The review will be facilitated by the DE/AEA lead supporting the schools and the school and/or district level team will be required to participate.
- *Professional learning support:* Every year, a menu of available technical assistance across the state will be released. The learning will be focused around evidence-based practices in each conceptual area of the school improvement model. Schools will choose training to attend based upon their priority areas. The Iowa Professional Development Model will be used to support schools in utilizing best practices in professional learning.
- *District Coach Support:* Ongoing technical assistance on coaching the implementation of evidence-based practices will be provided to district coaches.
- *Summer Institute:* Following each implementation year (years 2 and 3), a summer institute will be required for all Comprehensive Schools. The institute will focus on reviewing outcome and implementation data and reviewing action plan successes and needs.

State-Approved Evidence-Based Interventions

Schools will be required to indicate which of the interventions included in their action plans meet the evidence-based intervention requirements. For schools needing Comprehensive support, Iowa's AEAs will be responsible for providing the review and verification that the interventions meet the evidence-base standards.

- The IDOE will not have a list of approved interventions for use in Iowa schools. The IDOE will publish a white paper indicating the research base, including evidence-based interventions, for each conceptual area of the school improvement model. The IDOE may provide all Iowa schools with information regarding interventions that do meet the evidence-based standards, but will not require the use of interventions on a specific reviewed list for schools needing Comprehensive or Targeted support

[1]*The Iowa School Report Card* is included in the Unified Accountability and Support System, and measures are calculated and reported annually. However the state-required report card neither identifies noncompliance issues, nor identifies schools in need of support. Therefore schools identified as Needs Improvement or Priority are not required to engage in needs assessment or develop a plan of action.

C. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i) of the ESEA and 34 C.F.R. § 200.21(f)(3)(iii).

Schools that are identified as needing Extended Comprehensive support (are identified as a Comprehensive school for more than 3 years), will be required to implement a state-approved strategy that aligns with district and building needs. These schools will choose from evidence-based strategies that have been identified by the Department, in collaboration with Area Education Agency and Local Education Agency partners, and organized under the conceptual areas of the Iowa's School Improvement Framework.

The school will further be required to direct teacher leadership (TLC) coaching and professional learning resources toward the successful implementation of those evidence-based strategies.

D. Periodic Resource Review. Describe how the SEA will periodically review, identify, and, to the extent practicable, address any identified inequities in resources to ensure sufficient support for school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement consistent with the requirements in section 1111(d)(3)(A)(ii) of the ESEA and 34 C.F.R. § 200.23(a).

During the planning year, each district with at least one Comprehensive level school will participate in a resource allocation review to examine current resource allocation. The review will be common across districts and focus on the equitable distribution of programs and personnel. For example, the review may consider equitable access to preschool programs, advanced coursework, and licensed teachers. The review will be facilitated by AEA and DE staff. LEAs will participate with a team. Findings of inequity will be expected to be addressed within the school improvement plan developed during the planning year.

An internal team will draft the review protocol and supporting materials and will be vetting them with the Statewide School Improvement Team (SSIT). Once finalized, the materials will be posted for all districts. See *Overview of Iowa's Supports to Students, Educators and Schools* (pages 15-19) for a description of the Collaborative Infrastructure within which the SEA, AEA and LEA periodically reviews, identifies, and, to the extent practicable, addresses any identified inequities in resources.

Section 5: SUPPORTING EXCELLENT EDUCATORS

5.1 Educator Development, Retention, and Advancement.

Instructions: Consistent with sections 2101 and 2102 of the ESEA, if an SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.

A. Certification and Licensure Systems. Does the SEA intend to use Title II, Part A funds or funds from other included programs for certifying and licensing teachers and principals or other school leaders?

☐ Yes. If yes, provide a description of the systems for certification and licensure below.

☒ No.

Not Applicable.

B. Educator Preparation Program Strategies. Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's strategies to improve educator preparation programs consistent with section 2101(d)(2)(M) of the ESEA, particularly for educators of low-income and minority students?

☒ Yes. If yes, provide a description of the strategies to improve educator preparation programs below.

☐ No.

The IDOE intends to use Title II, Part A funds to support and improve educator preparation programs by building preservice options on effective Multi-Tiered System of Supports (MTSS). The options will include effective data-based decision-making, robust universal instruction, evidence-based interventions for students in need of additional supplemental or intensive supports, and effective leadership and infrastructure practices that enhance delivery of MTSS. MTSS is a data-based decision-making framework that identifies needs across the system-from the student level, to educator level, and all the way through to systems at the school, district, AEA and state level. As John Hattie (2008; 2012) indicated in his extensive meta-analyses across interventions – MTSS ranked third on the list of interventions with the greatest impact on student achievement, and especially with students who were struggling, at an effect size above .7. Therefore MTSS is a critical framework to support all students, as it creates an optimal environment of access and equity of academic and nonacademic success for all by taking into consideration each student's current performance, analyzing their needs, and matching their needs to evidence-based instruction. It is also a critical framework for systems and continuous improvement, using common data, processes, planning and practices to identify system-level needs at the educator, classroom, school, and district level. This also allows for professional learning, support and school improvement efforts that are tailored to local needs as identification of needs and matching solutions to those needs occur within whichever level the analysis is occurring [student, educator, classroom, school, district, AEA, State]. Therefore professional learning on MTSS is critical in order to facilitate effective identification of needs and the professional learning that is appropriate to meet those needs. In addition, within Iowa's preservice education, this enables educator preparation programs to align instruction with Iowa's system for providing support to students, educators and schools, including those schools that are determined to need Targeted or Comprehensive support as part of ESSA.

In addition to how funds will be used to improve educator preparation programs, the IDOE has several requirements in Iowa Code to ensure Iowa has effective support strategies to improve educator preparation programs. Standards for educator preparation programs in Iowa Administrative Code 281-77 and 281-79 require programs to demonstrate that educators are adequately prepared to meet the needs of all learners, including low income and minority students, how future educators apply research, and demonstrate the knowledge, skills, and dispositions needed to be effective educators, and evidence that preservice educators have ample opportunities for structured practice in a range of settings with diverse learners.

Iowa Administrative Code 281-79.15(2) requires that each teacher candidate receives dedicated coursework related to the study of human relations, cultural competency, and diverse learners, such that the candidate is prepared to work with students from diverse groups, as defined in rule 281—79.2(256). The unit shall provide evidence that teacher candidates develop the ability to meet the needs of all learners, including:

a. Students from diverse ethnic, racial and socioeconomic backgrounds.
b. Students with disabilities.
c. Students who are gifted and talented.
d. English language learners.
e. Students who may be at risk of not succeeding in school.

IAC 281-79.14(4) requires that teacher candidates experience clinical practices in multiple settings that include diverse groups and diverse learning needs.

C. Educator Growth and Development Systems. Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's systems of professional growth and improvement for educators that addresses: 1) induction; 2) development, consistent with the definition of professional development in section 8002(42) of the ESEA; 3) compensation; and 4) advancement for teachers, principals, and other school leaders. This may also include how the SEA will work with LEAs in the State to develop or implement systems of professional growth and improvement, consistent with section 2102(b)(2)(B) of the ESEA; or State or local educator evaluation and support systems consistent with section 2101(c)(4)(B)(ii) of the ESEA?

☒ Yes. If yes, provide a description of the educator growth and development systems below.

☐ No.

Iowa has established a sustainable system to support induction, compensation and advancement for teachers, and school leaders. For example, Iowa Code Chapter 284 created the Student Achievement and Teacher Quality Program, which requires attendance center plans, establishes professional growth systems for teachers and administrators, and creates Teacher Quality Committees. The major elements of the legislation are as follows:

- Mentoring and Induction (M&I) programs that provide support for beginning teachers. The mentoring and induction program provides support, professional development, and access to various resources to ensure leadership focused on improved teaching and student learning. Every beginning educator in the first or second year of the profession enters into a two-year induction program that addresses personal and professional needs and trains him

or her on the Iowa Teaching Standards and Criteria. Completing a M&I program is a condition of standard licensure in Iowa.

- Iowa Professional Development Standards that create high expectations for quality professional development in Iowa.
- District and Attendance Center Professional Development Plans that directly support best teaching practice at the district and building level, and emphasize the collective work of teachers to address priority district and building student learning goals.
- Iowa Teaching Standards and Criteria that serve as a common language to build teacher capacity and facilitate a system of accountability for effective teaching practices. They are also intended to enhance communication, and prioritize district goals in an effort to support the educator's role in improving achievement for all students.
- Teacher evaluation systems that include the procedures for determining whether beginning teachers meet the Iowa Teaching Standards in order to be fully licensed and a performance review process that supports growth and determines the efficacy of career teachers on the Iowa Teaching Standards. This includes a model framework that LEA's can choose to use to design local teacher and principal evaluations. Educators with evaluator responsibilities are required to take an evaluator approval course.
- Administrator evaluation systems that include the procedures for determining whether beginning administrator meet the Iowa Standards for School Leaders in order to be fully licensed and a performance review process that supports growth and determines the efficacy of career administrators on the Iowa Standards for School Leaders. This includes a model framework that LEA's can choose to use to design local administrator evaluations.
- All licensed educators must have an Individual Professional Development Plans that are designed to promote individual and professional learning and are developed collaboratively with the administrator's evaluator. These plans must address the district and building level goals by extending collective learning to refine the educator's knowledge and skills.
- Iowa Standards for School Leaders are intended to serve as a framework for professional growth and performance for school administrators by defining a system of accountability for effective leadership practices and expectations, enhancing communication, and prioritizing district goals in an effort to support the administrator's role in improving achievement for all students. A mentoring and induction program for beginning administrators is sponsored by School Administrators of Iowa (SAI). This one year program supports the Iowa Standards for School Leaders (ISSL), as well as beginning administrators' professional and personal needs.
- Teacher Quality Committees that are responsible—among other things—to monitor district teacher evaluation requirements, to develop model evidence for the Iowa Teaching Standards and Criteria, to monitor use of professional development funds, and to monitor building level professional development to determine that each of these components are focused on meeting student and staff needs based on student achievement data.
- Pilot projects related to incentives and compensation systems to consider different ways to strengthen Iowa's ability to recruit and retain teachers. IPDM Overview, 2009.
- Peer review: Iowa Code sections 284.6(8) and 284.8(1) require educators to engage in practitioner collaboration and peer reviews.

Further, Teacher Leadership and Compensation System (TLC) and the Teacher Leadership Supplement (TLS) was established in 2013, with approval of total of $150 million per year for TLC to supplement existing state allocations to districts. TLC rewards effective teachers with leadership opportunities and higher pay, attracts promising new teachers with competitive starting salaries and more support, and fosters greater collaboration for all teachers to learn from each other. Through the system, teacher leaders take on extra responsibilities, including helping colleagues analyze data and fine tune instructional strategies as well as coaching and co-teaching.

Further, Teacher Leadership and Compensation System (TLC) and the Teacher Leadership Supplement (TLS) was established in 2013, with approval of total of $150 million per year for TLC to supplement existing state allocations to districts. TLC rewards effective teachers with leadership opportunities and higher pay, attracts promising new teachers with competitive starting salaries and more support, and fosters greater collaboration for all teachers to learn from each other. Through the system, teacher leaders take on extra responsibilities, including helping colleagues analyze data and fine tune instructional strategies as well as coaching and co-teaching.

Given the sustainable structures for induction, compensation and advancement for teachers, and school leaders, we intend to use Title II, Part A funds to address the professional learning needs across the system to implement Multi-Tiered Systems of Supports within Iowa's *Unified Differentiated Accountability System.* As previously noted in 5.2.B., MTSS is an evidence-based practice with high impact results across students and systems (Hattie, 2008; 2012). In Iowa and across several states, MTSS is a vital framework to unite the educational system to focus on evidence-based practices that have the greatest positive change for Iowa's students, educators and our educational support system. MTSS implementation supports professional learning, support and school improvement efforts that are tailored to local needs through the use of common data, processes, planning and practices to identify system-level needs at the educator, classroom, school and district level. This allows for professional learning, support and school improvement efforts that focus on local needs as identification of needs and matching solutions to those needs occur within whichever level the analysis is occurring [student, educator, classroom, school, district, AEA, State]. Therefore funds will be used to support assessment and data-based decision making, universal instruction, intervention systems, and leadership/infrastructure through (a) regional trainings for schools implementing MTSS[1], (b) direct site visits for schools identified as Comprehensive, (c) ongoing technical assistance to district coaches on the implementation of evidence-based practices, and (d) summer institutes to review outcome and implementation data to inform action plan successes and needs.

[1]Professional learning will be prioritized by schools identified in need of Targeted or Comprehensive supports.

5.2 Support for Educators.

Instructions: Consistent with sections 2101 and 2102 of the ESEA, provide a description with the necessary information.

A. Resources to Support State-level Strategies. Describe how the SEA will use Title II, Part A funds and funds from other included programs, consistent with allowable uses of funds provided under those programs, to support State-level strategies designed to:

i. Increase student achievement consistent with the challenging State academic standards;
ii. Improve the quality and effectiveness of teachers, principals, and other school leaders;
iii. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
iv. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders consistent with the educator equity provisions in 34 C.F.R. § 299.18(c).

In order to increase student achievement, and the number of teachers, principals and other school leaders effective in improving student outcomes, the IDOE will work directly with institutes of higher education to areas detailed in 5.1.B. and 5.1.C. Specifically, we will use Title II, Part A funds to address the professional learning needs across the system to implement Multi-Tiered System of Supports within Iowa's *Unified Differentiated Accountability System* as described 5.1.C. As indicated in 5.1.B and 5.1.C., funds will be used to support assessment and data-based decision making, universal instruction, intervention systems, and leadership/infrastructure through (a) regional trainings for schools implementing MTSS, (b) direct site visits for schools identified as Comprehensive, (c) ongoing technical assistance to district coaches on the implementation of evidence-based practices, and (d) summer institutes to review outcome and implementation data to inform action plan successes and needs. Continued professional learning and support may include any of the areas listed within 2103(b)(3), contingent on the preponderance of districts with common needs identified as a result of MTSS implementation statewide.

C. Skills to Address Specific Learning Needs. Describe how the SEA will improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs and providing instruction based on the needs of such students, consistent with section 2101(d)(2)(J) of the ESEA.

Table 17. *Strategy, Timeline and Funding Source*.

Strategy	Timeline	Funding Sources
Develop and provide professional development opportunities to increase teachers' effectiveness in effective MTSS[1] implementation to support teaching all students, including students with disabilities, English learners, low income students, lowest-achieving students, children with disabilities, children and youth in foster care, migratory children, homeless children, immigrant children and neglected, delinquent and at-risk students.		Title II a
Provide professional learning and support to principals, teachers, and school leaders in the effective implementation of MTSS, specifically in the areas of Assessment and Data-Based Decision-Making, Universal Instruction, Intervention Systems, Leadership, and Infrastructure. Continued professional learning and support may include any of the areas listed within 2103(b)(3), contingent on the preponderance of districts with common needs identified as a result of MTSS implementation statewide.		Title II a, Title I, TDA, ELI, Part B

[1]MTSS Intervention System includes the diagnosis and identification of specific learning needs of individual students (across all subgroups) as well as groups of students, how to design instruction to address identified student need(s), and how to effectively deliver instruction to maximize student engagement and achievement.

5.3 Educator Equity.

A. Definitions. Provide the SEA's different definitions, using distinct criteria, for the following key terms:

Table 18. *Key Terms and Definitions*.

Key Term	Statewide Definition or Statewide Guidelines
Ineffective teacher*	Does not meet the Iowa Teaching Standards. [IC 284, IAC 281 - 83)]
Out-of-field teacher*+	An out-of-field teacher is any person who teaches one or more classes in subjects for which he or she does not have an endorsement, and has not applied for the proper endorsement. (Iowa's Equity Plan)
Inexperienced teacher*+	In Iowa, an inexperienced teacher is considered a beginning teacher as indicated in Iowa Code section 284.2. A beginning teacher is a teacher who meets the following requirements: • Has successfully completed an approved practitioner preparation program. • Holds an initial or intern license issued by the Board of Education Examiners. • Participates in a two year state-approved mentoring and induction program, if employed in an Iowa public school.

Low-income student	A low income student is any student who is enrolled in an accredited elementary, middle or secondary school in this state and qualifies for free or reduced lunch. Children from families at or below 130 percent of the poverty level are eligible for free meals and children from families between 130 and 185 percent of the poverty levels are eligible for reduced-priced meals. (Iowa's Equity Plan)
Minority student	A minority student is any person who is enrolled in an accredited elementary, middle or secondary school in the state and self identifies as either African-American, American Indian, Asian, Hispanic or two or more races. (Iowa's Equity Plan)

*Definitions of these terms must provide useful information about educator equity.
+Definitions of these terms must be consistent with the definitions that a State uses under 34 C.F.R. § 200.37.

Table 19. *Other Key Terms and Definitions*.

Other Key Terms *(optional)*	**Definition**
Career Teacher	A career teacher is a teacher who holds a Standard or Master Educator License after meeting the following requirements: • Shows evidence of successful completion of a state-approved mentoring and induction program by meeting the Iowa teaching standards as determined by a comprehensive evaluation and two years successful teaching experience in an Iowa public school. Or, • Holds a standard license issued before 2001, Or, • Provides evidence of three years of successful teaching in a nonpublic Iowa school, or out-of-state school. (Iowa's Equity Plan)
Unqualified	Any teacher who lacks the appropriate grade-level teaching license and/or academic content endorsement for the grade level and subject area in which they teach. (Iowa's Equity Plan)
Student Achievement/Student Learning	Students demonstrate growth and proficiency in relation to the Iowa Core Standards appropriate to their grade. These two terms are often used interchangeable; however, for our purposes they will be defined as two related by separate concepts: • Student achievement is the status of subject-matter knowledge, understanding and skills at one point in time. • Student learning is the growth in subject-matter knowledge, understanding and skills over time. (Iowa's Equity Plan)
Initial License	Two-year license issued to beginning teachers. [IAC 282-13.5(1)]
Intern License	One-year license issued to teacher interns enrolled in Iowa's approved alternative licensure program. (IAC 282-13.9)
Professional Administrator License	Superintendent, Central Office, Principal (IAC 282-18.5)

Initial Administrator License	One-year license issued to beginning administrators (principal, central office) (IAC 282-18.4)

B. Rates and Differences in Rates. In Appendix B, calculate and provide the statewide rates at which low-income and minority students enrolled in schools receiving funds under Title I, Part A are taught by ineffective, out-of-field, and inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under Title I, Part A using the definitions provided in section 5.3.A. The SEA must calculate the statewide rates using student-level data.

Ready for Review: May 2017 Posting.

C. Public Reporting. Provide the Web address or URL of, or a direct link to, where the SEA will publish and annually update, consistent with 34 C.F.R. § 299.18(c)(4):

i. The rates and differences in rates calculated in 5.3.B;
ii. The percentage of teachers categorized in each LEA at each effectiveness level established as part of the definition of "ineffective teacher," consistent with applicable State privacy policies;
iii. The percentage of teachers categorized as out-of-field teachers consistent with 34 C.F.R. § 200.37; and
iv. The percentage of teachers categorized as inexperienced teachers consistent with 34 C.F.R. § 200.37.

Ready for Review: May 2017 Posting.

D. Likely Causes of Most Significant Differences. If there is one or more difference in rates in 5.3.B, describe the likely causes (*e.g.*, teacher shortages, working conditions, school leadership, compensation, or other causes), which may vary across districts or schools, of the most significant statewide differences in rates in 5.3.B. The description must include whether those differences in rates reflect gaps between districts, within districts, and within schools.

Ready for Review: May 2017 Posting.

E. Identification of Strategies. If there is one or more difference in rates in 5.3.B, provide the SEA's strategies, including timelines and Federal or non-Federal funding sources, that are:

i. Designed to address the likely causes of the most significant differences identified in 5.3.D and
ii. Prioritized to address the most significant differences in the rates provided in 5.3.B, including by prioritizing strategies to support any schools identified for comprehensive or targeted support and improvement under 34 C.F.R. § 200.19 that are contributing to those differences in rates.

Table 20. *Causes and Strategies*.

Likely Causes of Most Significant Differences in Rates	Strategies (Including Timeline and Funding Sources)
Ready for Review: May 2017 Posting.	

G. Timelines and Interim Targets. If there is one or more difference in rates in 5.3.B, describe the SEA's timelines and interim targets for eliminating **all** differences in rates.

Table 21. *Differences in Rates, Dates and Targets*.

Difference in Rates	Date by which differences in rates will be eliminated	Interim targets, including date by which target will be reached
Ready for Review: May 2017 Posting.		

Section 6: SUPPORTING ALL STUDENTS

6.1 Well-Rounded and Supportive Education for Students.

Instructions: When addressing the State's strategies below, each SEA must describe how it will use Title IV, Part A funds and funds from other included programs, consistent with allowable uses of fund provided under those programs, to support State-level strategies and LEA use of funds. The strategies and uses of funds must be designed to ensure that all children have a significant opportunity to meet challenging State academic standards and career and technical standards, as applicable, and attain, at a minimum, a regular high school diploma.

The descriptions that an SEA provides must include how, when developing its State strategies, the SEA considered the academic and non-academic needs of the following specific subgroups of students:

- *Low-income students;*
- *Lowest-achieving students;*
- *English learners;*
- *Children with disabilities;*
- *Children and youth in foster care;*
- *Migratory children, including preschool migratory children and migratory children who have dropped out of school;*
- *Homeless children and youths;*
- *Neglected, delinquent, and at-risk students identified under Title I, Part D of the ESEA, including students in juvenile justice facilities;*
- *Immigrant children and youth;*
- *Students in LEAs eligible for grants under the Rural and Low-Income School program under section 5221 of the ESEA; and*
- *American Indian and Alaska Native students.*

A. The State's strategies and how it will support LEAs to support the continuum of a student's education from preschool through grade 12, including transitions from early childhood education to elementary school, elementary school to middle school, middle school to high school, and high school to post-secondary education and careers, in order to support appropriate promotion practices and decrease the risk of students dropping out; and

Iowa has established seven (7) strategies integral to our educational system that support the continuum of a student's education from preschool through grade 12 and post-secondary options focused on ensuring equity of access and student success. The Department's focus on such evidence-based strategies and dropout prevention has resulted in Iowa's high school graduation rate increasing for the fifth year in a row, from 88.3 percent in 2011 to 90.8 percent in 2015. Concurrently, the dropout rate declined from 3.4 percent in 2010-2011 to 2.5 percent in 2014-2015. We will continue to support the below evidence-based strategies, as each directly support the academic and non-academic needs of all students:

1. **Multi-Tiered Systems of Support (MTSS).** MTSS in Iowa is embedded in our *Unified Differentiated Accountability and Support System*. MTSS is an every-education decision-making framework of evidence-based practices in instruction and assessment that addresses the needs of all students. MTSS allows educators to judge the overall health of their educational system by examining data on the educational system as well as identifying students who need additional supports. Those supports are provided in both small group and individual settings,

and are monitored to ensure they support all learners to transition across grades and leave school ready for post-secondary options. There are five critical components of MTSS (in bold) that are reflected in Iowa's *Unified Accountability and Support System*:

- *Assessment and* ***Data-Based Decision-Making***. This includes established comprehensive assessment systems that support student learning (which includes **universal screening** and **progress monitoring**) and data-based decision-making practices at both the system and student level.
- ***Evidence-Based Universal Instructio*n**. This includes the Iowa Early Learning Standards and Iowa Core Standards, as well as evidence-based practices to meet the needs of all students.
- ***Evidence-Based Intervention System***. This includes the diagnosis and identification of specific learning needs of individual students (across all subgroups) as well as groups of students, how to design instruction to address identified student need(s), and how to effectively deliver instruction to maximize student engagement and achievement.

Within this framework, instruction is provided on a continuum of intensities for all students with the goal of all students performing at high levels in Iowa's challenging academic standards. Instructional strategies are evidence-based and aligned directly to student need. MTSS supports the continuum of a student's education by providing evidence-based instructional supports to students, measuring student progress toward proficiency/success, and facilitating data-based decision-making throughout the system that directs changes in practice based on data. Iowa's MTSS framework cuts across content areas (literacy, mathematics and behavior) as well as grades from preschool through grade 12, and is the ultimate equalizer in educational access and attainment of student success. The very foundation of MTSS is meeting every student where they are at, and supporting them to realize their academic and non-academic potential. Evidence-based instructional practices that support students as they transition from preschool through post-secondary options is determined by Iowa LEAs, facilitated by a range of evidence-based strategies as described in #7.

2. **Iowa Early Learning Standards & the Iowa Core Standards**. The Early Learning Standards are descriptions of the knowledge, behaviors and skills that children from birth through age five may demonstrate during the first 2000 days of life. The Iowa Early Learning Standards are designed to be used to:
    - Inform adults, including families, about what they can expect young children to know and do;
    - Assist families, professionals, and community leaders in providing high quality early care, health, and education experiences for all children;
    - Guide curricular and assessment decisions by early childhood professionals in all public and private early care and education settings;
    - Inform policy development that enhances our infrastructure and professional development systems.

    Early learning standards assist adults in understanding what children should know and be able to do prior to entering kindergarten. The skills defined in the Iowa Early Learning Standards

lead to success as students enter school and later become productive adult citizens in our communities. The **Iowa Core Standards** represent Iowa's statewide academic standards that describe what students should know and be able to do from kindergarten through grade 12 in mathematics, science, English language arts and social students, as well as 21st century skills. The Iowa Core is a set of common expectations – not a curriculum – that directly supports the continuum of students' education as it provides all students access and equity in expectations regardless of geography. To ensure the Iowa Core reflects optimal standards, the IDOE has established an ongoing review of the academic standards, providing an opportunity for all Iowans to have input into what students should know and be able to do as they progress toward graduation.

3. **Teacher Leadership and Compensation (TLC).** The overall purpose of TLC is to establish a framework within all districts across the state to recruit, retain, support and promote excellence for all educators and leaders. TLC was established by the legislature in 2013, with the following major goals established to:
    - Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.
    - Retain effective teachers by providing enhanced career opportunities.
    - Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.
    - Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.
    - Improve student achievement by strengthening instruction.

    All districts have local plans that create the framework within which educators may serve across a variety of critical roles essential for continued professional learning (e.g., model, mentor, lead, instructional coach, curriculum and professional development leader). The basic philosophy of TLC is that student learning, outcomes and successes are directly impacted by the instruction they receive each day. Therefore TLC is supports the continuum of a student's education by improving the knowledge, skills and abilities of the educators that work directly with them every single day.
4. **Early Literacy Progression**. The broad purpose of Iowa's Early Literacy Progression law, Iowa Code 279.68, is to support all students to read by the end of third grade. There are six essential components to Early Literacy Progression:
    - Universal screening to support early identification of student needs.
    - Early Intervention to prevent large achievement gaps
    - Ongoing progress monitoring to support instructional changes.
    - Parent engagement in learning.
    - Summer school, when needed.
    - Retention as a last resort.

    Building on the research that demonstrates that reading proficiency is a critical early indicator of student success in subsequent educational opportunities (including high school graduation),

the Governor's Office, the Iowa State Board of Education, the Iowa General Assembly, the Iowa Department of Education and the Statewide network of AEAs have come together to support Iowa Code 279.68. Though the law itself is focused on students in kindergarten through third grade, Iowa is committed to providing supports throughout a student's education, from preschool through grade 12 and post-secondary options through MTSS – supporting students across the continuum of their education.

5. **Learning Supports**. Learning Supports are the wide range of strategies, programs, services, and practices that are implemented to create conditions that enhance student learning in order to promote (1) student learning in the Iowa Early Learning Standards and the Iowa Core Standards, (2) healthy development, and (3) success in school and in life. The six content areas of Learning Supports form the structure for organizing, understanding, and selecting evidence-based interventions. The content areas provide a broad unifying framework within which a school - family - community continuum of learning support programs and practices can be organized.
    - **Supports for Instruction** foster healthy cognitive, social-emotional, and physical development. Supports for instruction are inherent in the Instructional Decision Making process which uses multiple strategies to provide supplemental and intensive supports to ensure that children and youth have the full benefit of quality instruction.
    - **Family Supports and Involvement** promote and enhance the involvement of parents and family members in education.
    - **Community Partnerships** promote school partnerships with multiple sectors of the community to build linkages and collaborations for youth development services, opportunities, and supports.
    - **Safe, Healthy and Caring Learning Environments** promote school-wide environments that ensure the physical and psychological well-being and safety of all children and youth through positive youth development efforts and proactive planning for management of emergencies, crises and follow - up.
    - **Supports for Transitions** enhance the school's ability to address a variety of transition concerns that confront children, youth and their families.
    - **Child/Youth Engagement** promotes opportunities for youth to be engaged in and contribute to their communities.

    Within Learning Supports, Iowa has developed professional learning and support documents around each of the six content areas. One area of support includes dropout prevention and intervention services such as counseling, mentoring, monitoring, school restructuring, curriculum redesign and community services are proven to eliminate barriers so students may be successful academically, personally and in a career or vocation. Iowa Code section 257.39 defines potential and returning dropouts that is consistent with evidence-based indicators for students at risk for dropping out. The work provides access to evidence-based drop-out prevention strategies within LEAs around three main domains: (a) Staying in school, (b) Progressing in school, and (c) Completing school. The following resource Toolkits are available to support LEAs in using data to improve conditions for learning and to inform dropout prevention efforts: Improving Adult and Student Relationships, Addressing Discipline,

Addressing Bullying, Setting Clear Boundaries and Expectations, Improving Student-Student Relationships, and Dropout Prevention. In addition to drop-out prevention work, Learning Supports has also expanded its *Positive Behavior Intervention and Supports (PBIS)* network from early childhood through secondary. The primary mission of PBIS is providing professional learning and support toward a sustainable, multi-tiered system of support focused on safe, healthy and caring learning environments. PBIS, as the behavior component of MTSS, supports the continuum of a student's education by providing evidence-based social-emotional-behavioral supports to students, measuring student progress toward self-sufficiency/success, and facilitating data-based decision-making throughout the system that directs changes in practice based on data.

6. **STEM and CTE.** Iowa has several programs that support the variety of needs students have in the sciences and career/technical education. The focus of these strategies are all students, and particularly students who have been historically under-represented in such areas. The Iowa Governor's **Science-Technology-Engineering-Mathematics-STEM** effort includes ways to purposefully include female students, minority students, low-income students other students who are underrepresented in STEM careers. Led by Lieutenant Governor Kim Reynolds and Kemin Industries President and CEO Dr. Chris Nelson, the STEM Advisory Council is a made up of leaders in higher education, business, pre-K through 12 educators, as well as state and local government officials. The council is currently identifying high quality professional development, with the goal of scaling best practice in STEM professional development throughout the state of Iowa in partnership with multiple higher education institutions. Identified exemplar STEM professional learning will be delivered by certified higher education partners to teachers across the state, who in turn will implement evidence-based strategies in their classrooms. STEM in Iowa supports effective evidence-based strategies and supports directly to schools across preschool through grade 12. Programs range from building robots and coding programs to conducting agriculture field experiences and learning about STEM careers, demonstrating an appeal to diverse youth, success in improving academic performance, evidence of integrating STEM concepts, and development of school-business-community partnerships. Another Governor-initiated strategy that seeks to address the needs of all Iowans is **Future Ready Iowa**. Future Ready Iowa's intent is to build Iowa's talent career pipeline by ensuring citizens have access to education and training required for productive jobs and careers now and in the future. In order to realize this end, Future Ready Iowa is aligning what is needed in high-wage, high-demand occupations and trade industries to what is offered in Iowa's degree and credential programs. The work in Future Ready Iowa directly impacts our students' post-secondary options and access to success in life. Finally, **Career and Technical Education (CTE)** in Iowa includes organized educational programs offering a sequence of courses which are directly related to the preparation of individuals in employment in current or emerging occupations. At the secondary level, CTE programs are organized within six broad service areas as defined in 281-Iowa Administrative Code 12.5(5)(i): agriculture, family and consumer sciences, health occupations, business, industrial technology and marketing. Iowa's CTE has experienced a revitalization over the past few years in Iowa – resulting in a standard definition of what it means to be career-ready and support of equitable

access to high quality programs across the state. Iowa's CTE will impact student connections to school, and support students' continuum of education throughout their educational experience.

7. **Local Flexibility to address local context and serve student needs**. Local flexibility to address local context and serve student needs is a foundation of Iowa's approach to education in Iowa – and serves as one of our major guiding principles in the development of the ESSA plan. It is vital that districts and schools have the option within program requirements to select evidence-based strategies that directly align to their needs and local context. The variety and range of needs across Iowa reflect the diversity of geography, students and environment within which schools must function, including but not limited to a host of areas as defined in 4104(b) at the state level, and 4107(a) at the local level.

B. The State's strategies and how it will support LEAs to provide equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority students, English learners, children with disabilities, or low-income students are underrepresented. Such subjects could include English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, or physical education.

Iowa's strategies, as outlined in 6.1.A above, are intentionally identified to support all students, and particularly those students who have historically had a disadvantage in access and equity in education. Specifically, strategies 1, 2 and 6 described above provide the foundational strategies needed to support each and every student.

1. Iowa's **MTSS** framework supports all learners, focusing on evidence-based instructional supports, measuring student progress toward proficiency/success, and facilitating data-based decision-making throughout the system that then directly changes practice based on data. Such a framework is critical to the success of every learner – as John Hattie (2008; 2012) indicated in his extensive meta-analyses across interventions – MTSS ranked third on the list of interventions with the greatest impact on student achievement, and especially students who were struggling, at an effect size above .7. Therefore student needs will be addressed in Iowa LEAs through intervention strategies within an MTSS framework regardless of the intensity or nature of student instructional needs.

2. **Iowa Core Standards** are established and required across kindergarten through grade 12 in mathematics, science, English language arts and social students, as well as 21st century skills. LEA curriculum and instruction must be aligned to our state's challenging academic standards represented by the Iowa Core (IAC 281.12.8(1)(c) (2)). Through alignment to Iowa's high academic standards, all Iowa students are provided equal access to a challenging, well-rounded instructional experience. In addition, through Iowa's offer and teach requirements, all Iowa students – including students from underrepresented groups and students who are at-risk - have equitable access to a well-rounded education. Though not all content areas are represented in the Iowa Core, several other content areas represented in the federal well-

rounded definition (8101) have available established definitions, standards and guidelines that have been developed by national or state-level organizations.

6. Career, Technical and the Sciences, in particular the Governor's **STEM** effort, intentionally includes strategies focused on under-represented populations within the sciences. STEM is on track to both identifying, and providing, high quality professional development statewide in evidence-based programs, strategies and supports directly to schools across preschool through grade 12.

   An additional – and critical - support in this area is Iowa's *Unified Differentiated Accountability and Support System*. Within this system, we are committed to one model – one plan – across all state and federal requirements. This system is predicated on effective and efficient coordination of local, state and federal resources into a coherent system at the local level (through braiding of resources) that not only provides equity in opportunity for all students but also provides the foundation for equitable results for all students. In regards to LEA-selected and implemented strategies, the IDOE supports local flexibility to address local context to serve student needs. Districts and schools may select evidence-based strategies that directly align to their needs and local context as defined in 4107(a).

If an SEA intends to use Title IV, Part A funds or funds from other included programs for the activities that follow, the description must address how the State strategies below support the State-level strategies in 6.1.A and B.

C. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to improve school conditions for student learning, including activities that create safe, healthy, and affirming school environments inclusive of all students to reduce:

i. Incidents of bullying and harassment;
ii. The overuse of discipline practices that remove students from the classroom; and
iii. The use of aversive behavioral interventions that compromise student health and safety?

☒Yes. If yes, provide a description below.

☐ No.

Iowa's strategies, as outlined in 6.1.A above, are intentionally identified to support all students, and particularly those students who have historically had a disadvantage in access to, and equity in, education. Iowa law prohibits bullying and harassment of students by other students, school employees, or school volunteers in school, on school grounds, at a school function, or at any school-sponsored activity. Iowa Code §280.28. Iowa law also prohibits corporal punishment and places limits on seclusion and restraint, including banning prone restraints. IAC281-103. This also includes not using seclusion and restraint for minor disciplinary infractions.

Specific to improving school conditions for learning, Iowa will use Title IV, Part A funds for Learning Supports in the areas of bullying and harassment, discipline practices and aversive behavioral interventions that compromise student health and safety. Learning Supports provides resource Toolkits and supports for LEAs to improve conditions for learning and to inform dropout prevention efforts, as well as professional learning and support on Positive Behavioral Interventions and

Supports (and Program-Wide PBIS for early childhood settings) statewide. Further, Iowa is currently establishing a statewide universal screening and progress monitoring assessment system in the area of social-emotional-behavioral (SEB) needs across preschool through grade 12 which will be integrated into our MTSS framework, and therefore into our *Unified Differentiated Accountability and Support model*. In regards to LEA-selected and implemented strategies, the IDOE supports local flexibility to address local context to serve student needs. Districts and schools may select evidence-based strategies that directly align to their needs and local context as defined in 4107(a).

D. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to effectively use technology to improve the academic achievement and digital literacy of all students?

☐ Yes. If yes, provide a description below.

☒ No.

Although the IDOE will not use funds to support LEAs to effectively use technology, the IDOE supports flexibility to address local needs. Districts and schools may select evidence-based strategies that directly align to their needs and local context as defined in 4107(a). Part of those strategies may include such programs as STEM practices. As previously indicated, Iowa STEM is on track to both identifying, and providing, high quality professional development statewide in evidence-based programs, strategies and supports directly to schools across preschool through grade 12. Identified exemplar STEM professional learning will be delivered by certified higher education partners to teachers across the state, who would then implement evidence-based strategies in their classrooms. As with all local strategies, the IDOE will support LEA implementation of any evidence-based strategy aligned to local needs within program requirements.

E. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to engage parents, families, and communities?

☐ Yes. If yes, provide a description below.

☒ No.

Iowa recognizes that parental, family and community engagement in education is critical to all students' development. This engagement is especially important for students served by ESEA Title programs. Iowa Administrative Code 281.12.8(1)(a)(2) requires local school boards to appoint school improvement advisory committees to help guide decision making about student learning in their district. Each district's committee must be made up of parents, students, teachers, administrators, and community members. The boards are to analyze district needs assessment data and make recommendations about: Major educational needs; Student learning goals; Long-range goals that include, but are not limited to, the state indicators that address reading, mathematics, and science achievement; and harassment or bullying prevention goals, programs, training, and other initiatives. Although the IDOE will not use funds to support LEAs to engage parents, families and communities, the IDOE does support flexibility to address locally identified needs. Districts and schools may select evidence-based strategies that directly align to their needs and local context as defined in 4107(a).

For example, Learning Supports includes specific strategies and supports to include families and communities within the school, and even has a Toolkit tailored to such a need. As with all local strategies, the IDOE will support LEA implementation of any evidence-based strategy aligned to local needs within program requirements.

6.2 Program-Specific Requirements.

A. Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies

i. Describe the process and criteria that the SEA will use to waive the 40 percent schoolwide poverty threshold under section 1114(a)(1)(B) of the ESEA that an LEA submits on behalf of a school, including how the SEA will ensure that the schoolwide program will best serve the needs of the lowest-achieving students in the school.

Any district requesting a waiver of the 40 percent schoolwide poverty threshold on behalf of a school will be required to submit an application describing the following, including only information directly related to the waiver request:

- How waiving the 40% of Free/Reduced Lunch requirement will advance student academic achievement;
- Methods used to monitor and regularly evaluate the efficacy plan implementation;
- How services will be improved to underperforming students if moving from Targeted Assistance to Schoolwide services;
- How the school will provide assistance to the underperforming students to help them meet the challenging State academic standards; and
- How the school will maintain or improve transparency in reporting to parents and the public on student achievement and school performance, including the achievement of the subgroups of students identified in section 1111(b)(2)(C)(v)(II).

At least two IDOE staff members will review each waiver request to determine the extent to which the request meets required criteria, and ensures the programming will best serve the needs of the lowest-achieving students in the requesting school. Recommendation regarding waiver approval will be submitted to the Title I Administrative Consultant for review prior to formal approval by the Bureau Chief of School Improvement.

B. Title I, Part C: Education of Migratory Children.

i. Describe how the SEA and its local operating agencies, which may include LEAs, will establish and implement a system for the proper identification and recruitment of eligible migratory children on a statewide basis, including the identification and recruitment of preschool migratory children and migratory children who have dropped out of school, and how the SEA will verify and document the number of eligible migratory children aged 3 through 21 residing in the State on an annual basis.

The Iowa Title I, Part C (Migrant Education Program (MEP)) has regional recruiters and a statewide identification and recruitment coordinator. State recruiters are charged with

identifying qualifying migrant families and students for both Migrant Education Projects and non-project areas. To facilitate the recruitment of migrant students age birth to 22 across the state in both project and non-project areas, the IDOE has set up five state Identification and Recruitment (ID & R) regions and have a regional recruiter assigned to each region. Within the Title I application, each LEA is required to identify a migrant liaison who is responsible for ensuring a state developed Migrant Education Parent form (available in multiple language) is included in all registration packets, assisting parents in completing the Migrant Parent Education Form, and submitting them to the ID & R coordinator. The ID & R coordinator distributes the Migrant Parent Education Form to the appropriate regional recruiter. Regional recruiters follow up with all Migrant Education Parent Forms that indicate a family move within the last three years and agriculture employment. In addition to the Migrant Education Parent from screening tool, the State MEP conducts local and community-based identification and recruitment activities through networking with area partners and agencies such as the Iowa Migrant and Seasonal Farmworker Coalition, Proteus, Iowa Workforce Development, growers, among others.
Regional recruiters determine and establish eligibility for migratory students less than 22 years of age via a face-to-face interview with parent/guardian or young adult that usually occurs at the family residence or place of employment. Eligibility is documented via an approved electronic Certificate of Eligibility (COE) which is completed by the regional recruiters, reviewed by our data specialist, and reviewed and approved by the ID & R coordinator. The data specialist sends monthly migrant eligibility lists to districts with migrant students allowing districts a window of time to verify the residence of each child and if a withdrawal form is needed. If a district is unable to verify the residency of migrant students not currently school age, the data specialist sends the list of migrant students to the regional recruiters. The regional recruiters are responsible for making home visits to determine if those students still reside in the state of Iowa.

Each year, fifty-two students are selected in a stratified random sample, and they or their parents/guardians are re-interviewed to determine if the original qualification data was correctly recorded. Every third year, we contract with another state to conduct external re-interviews. Re-interview protocols follow those developed by the United States Department of Education Office of Migrant Education. In addition, once a month, the local MEPs and Regional Recruiters review and indicate if the student is still enrolled, resides or the date of withdrawal.

ii. Describe how the SEA and its local operating agencies, which may include LEAs, will identify the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school.

The IDOE completes the following four-stage process in the continuous improvement cycle to ensure that all migratory students' needs in Iowa are met:

1. **Needs Assessment**. A comprehensive needs assessment that captures the current

needs of the migratory students is conducted;

2. **Plan Development**. A service delivery plan is developed based on the needs identified in the first stage;
3. **Plan Implementation**. The service delivery plan – including program services needed to assist identified students - is implemented; and
4. **Plan Evaluation**. The program is evaluated to determine if the objectives of the services were met.

The last stage (Plan Evaluation) informs the first stage (Needs Assessment) for the next cycle. Iowa completed the comprehensive needs assessment in the fall of 2016 and will have the service delivery plan completed in the spring of 2017.

iii. Describe how the SEA and its local operating agencies, which may include LEAs, will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, are addressed through the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs.

MEP funds must be used to address the unmet needs of migrant children that result from migrant children's lifestyle to permit them to participate effectively in school. The children of migrant, mobile agricultural workers have unique needs due to high poverty, high mobility, and interrupted schooling. It is important to understand the unique needs of migrant students as distinct from the English Language Learners (ELLs) or other special populations who are not mobile, so that those distinct needs are addressed in the service delivery planning process.

To ensure we have the most effective process to serve the needs of migrant children, the IDOE convenes a Comprehensive Needs Assessment Committee (CNA) every two-three years. Membership of the Iowa CNA includes IDOE staff, and representation across parents, the community teachers, administrators and other school staff. The purpose of this committee is to review Iowa's migrant data and provide recommendations for improvement. To do this, the Iowa CNA follows the process outlined in the *Migrant Education Comprehensive Needs Assessment Toolkit: A Tool for State Migrant Directors (2012),* which includes a three-phase model:

- Phase I: What is a Comprehensive Needs Assessment?
- Phase II: Gathering and Analyzing Data; and
- Phase III: Decision Making.

The CNA reviews data related to migrant student achievement, attendance, mobility, and migrant activities. Data analysis and descriptions of the procedures are recorded in the annual CNA reports. During CNA meetings, concern statements are reviewed and revised along with needs indicators and needs statements. Results of such a review form the basis of the development of strategies and measurable program outcomes (MPOs) developed during the Service Delivery Plan (SDP) process.

Further, to continue to address the needs of Iowa's migrant population, in 2014 Iowa joined the Graduation and Outcomes for Success for Out-of-School Youth (GOSOSY) consortium. The consortium is designed to build capacity in states with a growing secondary-aged migrant out-of-school youth population. The goal of GOSOSY is to design, develop, and disseminate a system to identify, recruit, assess, and develop/deliver services to migrant out-of-school youth, provide professional development to support these activities, and institutionalize GOSOSY services within State plans to elevate the quantity and quality of services to this large, underserved population. A student profile is completed for each out-of-school (OSY) youth and a learning plan is established in order to meet the needs of our OSY population.

iv. Describe how the State and its local operating agencies, which may include LEAs, will use funds received under Title I, Part C to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year (*i.e.*, through use of the Migrant Student Information Exchange (MSIX), among other vehicles).

To ensure the educational continuity for migrant populations, the IDOE is committed to primarily two major supports: MIS2000, and implementing activities developed and supported through two migrant Consortium Incentive Grants.

MIS2000 is the state-based migrant data system used in Iowa. Information in MIS2000 uploads nightly to the Migrant Student Information Exchange (MSIX) in order for school records and the migrant Minimum Data Elements (MDEs) to be transferred in a timely manner. The *MSIX Data Quality Initiative Grant* will be used within the 2016-2017 academic year to ensure all required MDEs are uploaded accurately and timely. MSIX has a notification feature that enables us to communicate with other states about the movement of students; we are able to notify others when a student arrives to or leaves one school system (either intra- or interstate). In addition, we receive notifications from other states, which enhance our ability to recruit and enroll students in a timely fashion. There are flags for students on Individualized Education Programs (IEP), English Learners, Priority for Services, and Health within the MSIX database.

Iowa's interstate collaboration is accomplished primarily through activities conducted as requirements within the *Identification and Rapid Response (IRRC)* and *Graduation and Outcomes for Success for Out of School Youth (GOSOSY)*. Through the IRRC recruitment efforts, Iowa is partnering with interstate recruitment teams to identify additional migrant students during onsite recruitment efforts. The GOSOSY consortium is designed to build capacity in states with a growing secondary-aged migrant out-of-school youth population. The goal of Graduation and Outcomes for Success for Out-of-School Youth is to design, develop, and disseminate a system to identify and recruit, assess, and develop/deliver services to migrant out-of-school youth, provide professional development to support these activities, and institutionalize GOSOSY services into State plans to elevate the quantity and quality of

services to this large, underserved population. We participate on both the Steering Team and the Technical Support Team for this Consortium Incentive Grant.

Other examples of intra- and interstate communication include collaboration with the Migrant and Seasonal Farmworker Coalition on identification and recruitment, health clinics, and advocacy efforts for migrant students and families. Through these collaborations, we have been able to expand and extend our services.

v. Describe the unique educational needs of the State's migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, based on the State's most recent comprehensive needs assessment.

Across the concerns identified by the Iowa Needs Assessment Committee, five unique educational needs of Iowa's migratory children emerged:

- Gaps persist in migrant student performance in kindergarten readiness, reading mathematics and graduation.
- Migrant youth are under-represented for special education.
- Migrant students need expanded access to supplemental services.
- Supplemental services for migrant students need to be of sufficient intensity and length to assist students in closing gaps with non-migrant students.
- Increased access to strong existing programs (SVPP, Special Education Services, extra-curricular services) would benefit migrant students.

vi. Describe the current measurable program objectives and outcomes for Title I, Part C, and the strategies the SEA will pursue on a statewide basis to achieve such objectives and outcomes consistent with section 1304(b)(1)(D) of the ESEA.

The Department is in the process of developing our measurable program objectives and outcomes with the Service Delivery Committee. As soon as this work is complete, it will be included in this plan.

vii. Describe how the SEA will ensure there is consultation with parents of migratory children, including parent advisory councils, at both the State and local level, in the planning and operation of Title I, Part C programs that span not less than one school year in duration, consistent with section 1304(c)(3) of the ESEA.

Iowa MEP consults with parents through the state Parent Advisory Councils (PACs). Each sub-grantee is required to have a local PAC. During monitoring, we review the membership and role of the local PAC in designing and evaluating the services of the MEP. At the State level, our PAC meets two times per year, usually during the spring and fall, when parents are available to make the trip. At this meeting, there is usually a presentation by an expert on an item of interest determined by the parents. Examples of such parent-driven presentations include college access, The College Assistance Migrant Program (CAMP) available to migrant students who graduated from high school, child development and homework help, as well as

community agency assistance. Other agenda items include providing input on the Iowa's CNA and proposed SDP.

viii. Describe the SEA's priorities for use of Title I, Part C funds, specifically related to the needs of migratory children with "priority for services" under section 1304(d) of the ESEA, including:

1. The measures and sources of data the SEA, and if applicable, its local operating agencies, which may include LEAs, will use to identify those migratory children who are a priority for services; and
2. When and how the SEA will communicate those determinations to all local operating agencies, which may include LEAs, in the State.

The State of Iowa receives MEP funds from the United States Department of Education, Office of Migrant Education, to carry out the Federal Title I, Part C law which requires that priority must be given to students who are failing, or most at risk of failing, to meet State academic content standards and student achievement standards and whose education has been interrupted during the performance period.

Two criteria were used to determine PFS: Educational Disruption and At-Risk Status. Until ESSA, Educational Disruption was determined by the presence of a school year move (into or out of a MEP program). With ESSA, it is determined by a move during the last twelve months (prior to the Qualifying Arrival Date), regardless of whether the move occurred during the regular school year or not. At-Risk Status is determined by any of the following criteria being present for a student.

- Below benchmark on a math or reading universal screener as found in Iowa TIER
- Student is NOT ON TRACK TO GRADUATE, as defined in Iowa MEP (no credit for Algebra I (Math 1) by end of 10th grade. This data is in MIS2000.
- For Out of School Youth (OSY), student has dropped out of high school (grades 9-12). These data are gathered during the interview with the OSY and are found on the student profile section in MIS2000

C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

i. Describe the SEA's plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

Ready for Review: May 2017 Posting.

ii. Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the program in improving the academic, career, and technical skills of children in the program, including the knowledge and skills needed to earn a regular high school diploma and make a successful transition to postsecondary education, career and technical education, or employment.

Ready for Review: May 2017 Posting.

E. Title III, Part A: Language Instruction for English Leaners and Immigrant Students.

i. Describe the SEA's standardized entrance and exit procedures for English learners consistent with section 3113(b)(2) of the ESEA. These procedures must include valid and reliable, objective criteria that are applied consistently across the State. At a minimum, the standardized exit criteria must:

1. Include a score of proficient on the State's annual English language proficiency assessment;
2. Be the same criteria used for exiting students from the English learner subgroup for Title I reporting and accountability purposes; and
3. Not include performance on an academic content assessment.

Ready for Review: May 2017 Posting.

F. Title IV, Part B: 21st Century Community Learning Centers.

i. Describe how the SEA will use its Title IV, Part B, and other Federal funds to support State-level strategies that are consistent with the strategies identified in 6.1.A above.

Ready for Review: May 2017 Posting.

ii. Describe the SEA's processes, procedures, and priorities used to award subgrants consistent with the strategies identified above in 6.1.A. above and to the extent permitted under applicable law and regulations.

Ready for Review: May 2017 Posting.

G. Title V, Part B, Subpart 2: Rural and Low-Income School Program.

i. Provide the SEA's specific measurable program objectives and outcomes related to activities under the Rural and Low-Income School Program, if applicable.

The SEA will use funds available from the Rural Low-Income School Program to support the evidence-based implementation of a Multi-Tiered System of Supports (MTSS) in Iowa's rural schools and communities facing high levels of poverty. These funds will enable small schools with fewer resources to engage in the state's continuous improvement system while addressing challenges such as staffing shortages. Specific activities that may be funded are:

1. **Professional Learning for Staff**, including payment for substitute teachers so staff can attend professional learning opportunities in the areas of Data-Based Decision-Making, Universal Instruction, Intervention Systems, Leadership, and Infrastructure;
2. **Curriculum and Instructional Materials** that support evidence-based work in Assessment and Data-Based Decision-Making, Universal Instruction, Intervention Systems, Leadership, and Infrastructure

Measurable Program Objectives/Outcomes include:

1. An increase in the number of teachers, teacher-leaders, and administrators in rural, low-income schools who are able to effectively implement a Multi-Tiered System of Supports (MTSS).
2. An increase in the number of rural, low-income schools that have curricula and instructional materials that are evidence-based and aligned to the Iowa Core.

I. McKinney-Vento Act.

i. Consistent with section 722(g)(1)(B) of the McKinney-Vento Act, describe the procedures the SEA will use to identify homeless children and youths in the State and assess their needs.

Chapter 33, Iowa Administrative Code (IAC) defines homelessness. The definition is consistent with federal law and is the primary definition used to define child and youth homelessness by local school districts.

The local school district has the responsibility of locating and identifying students experiencing homelessness. Each local education agency (LEA), whether or not it receives a McKinney-Vento sub-grant, is required to appoint an appropriate staff person to serve as the LEA homeless education liaison. The appointed homeless education liaison serves as the primary contact between homeless families and school staff, district personnel, shelter workers, and other service providers. The homeless education liaison will have the responsibility of locating, identifying, and determining if the children and youth fit the definition in Chapter 33, IAC. Once identification has been completed, the liaison shall determine what special needs are required in order for the homeless student to be successful in school. When children and youth have been determined to meet the homeless definition, the liaison shall coordinate services to ensure that the homeless children and youth are enrolled and have the opportunity to succeed academically. Local liaisons ensure that the homeless students have access to the protections under the McKinney-Vento Act.

During each school year, required data elements are reported by LEA to the IDOE via the Student Reporting in Iowa (SRI) data system. These data include information regarding a student's homeless status, primary nighttime residence at the time of identification, and whether or not the student is unaccompanied homeless youth. These and other academic data elements are used to assess student needs and determine areas of improvement relating to identifying and educating homeless children and youth throughout the state. Chapter 33, IAC serves as a baseline for the local communities to plan and implement support for homeless children and youth. The Chapter will be revised in 2017 to assist local administrations and others to meet the intent of the McKinney-Vento Act. The revisions will be made known to all education associations in Iowa to assist in dissemination and review.

ii. Describe the SEA's programs for school personnel (including liaisons designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Act, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youths, including such children and youths who are runaway and homeless youths.

The IDOE will provide ongoing training to school personnel on the requirements of the McKinney-Vento Homeless Education Program. A variety of training sessions will be available each year to appointed homeless education liaisons and other school officials, as appropriate. The trainings will be designed to increase awareness and address specific needs of homeless children and youth. Support sessions may include in-person meetings, annual regional meetings, webinars, regular listserv communications, phone and email technical

assistance, resources available on the website, and other program needs as determined by the Homeless Education Program State Coordinator.

In addition to the ongoing training and technical assistance provided to LEAs and charter schools, the IDOE provides training to other divisions and agencies that intersect with homeless education to ensure all barriers to academic activities, including extracurricular activities, are addressed and removed for children and youth experiencing homelessness.

The education website for Iowa includes a special section under programs and services that addresses homelessness. The page will continue to be updated for reference by local education agencies and others. In particular the page includes Powerpoint presentations on the major issues of identification, curriculum and instruction, and data information on homelessness in Iowa to assist with staff development activities. The page also links others to national sources of information to assist in quick reference and research on relevant topics regarding improving the education of homeless children and youths.

iii. Describe the SEA's procedures to ensure that disputes regarding the educational placement of homeless children and youths are promptly resolved.

The IDOE has developed a dispute resolution procedure that provides a parent, guardian, or unaccompanied youth the opportunity to dispute a local education agency decision on eligibility, school selection, and enrollment.
Chapter 33 of the Iowa Administrative Code (IAC) identifies the specific process to be used for resolution of disputes regarding placements. The specific provisions for dispute resolution follow:
281—33.9(256) Dispute resolution. If a homeless child or youth is denied access to a free, appropriate public education in either the district of origin or the district in which the child or youth is actually living, or if the child or youth's parent or guardian believes that the child or youth's best interests have not been served by the decision of a school district, an appeal may be made to the department of education as follows:

> **33.9 (1)** If the child is identified as a special education student under Iowa Code chapter 281, the manner of appeal shall be by letter from the homeless child or youth, or the homeless child or youth's parent or guardian, to the department of education as established in Iowa Code section 281.6 and Iowa Administrative Code 281-41.32. The letter shall not be rejected for lack of notarization, however. Representatives of the public school district where the child or youth desires to attend and the corresponding area education agency, as well as the child, youth, or parent or guardian of the child or youth, shall present themselves at the time and place designated by the department of education for hearing on the issue. The hearing shall be held in accordance with the rules established in 281-41.32.

33.9 (2) If the child or youth is not eligible for special education services, the manner of appeal shall be by letter from the homeless child or youth or the homeless child or youth's parent or guardian to the director of the department of education. The appeal shall not be rejected for lack of notarization, however. Representatives of the public school districts denying access to the homeless child or youth and the child, youth or parent or guardian of the child or youth shall present themselves at the time and place designated by the department of education for hearing on the issue. The provisions of 281- Chapter 6 shall be applicable insofar as possible; however, the hearing shall take place in the district where the homeless child or youth is located or at a location convenient to the appealing party.

33.9 (3) At any time a school district denies access to a homeless child or youth, the district shall notify in writing the child or youth, and the child or youth's parent or guardian, if any, of the dispute, and shall document the notice given. The notice shall contain the name, address, and telephone number of the legal services office in the area.

33.9 (4) This chapter shall be considered by the presiding officer or administrative law judge assigned to hear the case.

33.9 (5) Nothing in these rules shall operate to prohibit mediation and settlement of the dispute short of hearing.

33.9(6) While dispute resolution is pending, the child or youth shall be enrolled immediately in the school of choice of the child's parent or guardian or the school of choice of the unaccompanied youth. The school of choice must be an attendance center either within the district of residence or the district of origin of the child or youth

281—33.10(256) Transportation of homeless children and youth.

33.10(1) ... The dispute resolution procedures in rule 33.9(256) are applicable to disputes arising over transportation issues.

iv. Describe the SEA's procedures to ensure that that youths described in section 725(2) of the McKinney-Vento Act and youths separated from the public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youths described in this paragraph from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies.

The IDOE works collaboratively with local education agencies (LEA) to develop locally driven policies and procedures to support children and youth experiencing homelessness and ensure that barriers are removed that may prevent them from receiving appropriate credit for full and partial coursework satisfactorily completed while attending a prior school.

v. Describe the SEA's procedures to ensure that homeless children and youths:
   1. Have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;
   2. Who meet the relevant eligibility criteria, do not face barriers to accessing academic and extracurricular activities; and
   3. Who meet the relevant eligibility criteria, are able to participate in Federal, State, and local nutrition programs.

Iowa Department of Education's Homeless Education Program ensures that young children experiencing homelessness have the same access to the provision of early childhood and special education services by working collaboratively with internal teams within the IDOE such as the Division of Learning and Results Early Childhood Team, the Title I Program and the Migrant Education Program to provide information, resources, and support for LEAs and charter schools in working with young homeless children and their eligibility in public preschool programs. Collaboration will continue with external early childhood stakeholders, organizations, and agencies.

The State Coordinator for Education of Homeless Children and Youth also collaborates with the Head Start Coordinator to ensure that homeless children are prioritized for services within Head Start Programs.

The Iowa Department of Education's Homeless Education Program provides ongoing training and technical assistance to local educational agencies, ensuring all barriers, including transportation to academic and extracurricular activities are removed and addressed for children and youth experiencing homelessness. The Department is in communication with the Iowa High School Athletic Association (IHSAA) and Iowa Girls High School Athletic Union (IGHSAU) to ensure understanding of the current amendments to the McKinney-Vento Act which now include full participation in extracurricular activities for students that are homeless.

Chapter 33, Iowa Administrative Code provides the state and school districts the guidance necessary to ensure that homeless children and youths are able to participate in Federal, State and local food programs as well as other programs as provided. Homeless children and youths are categorically eligible for free school meals. The specific language from Chapter 33 is as follows:

281—33.11(256) School services.
33.11(1) The school district designated for the homeless child's or youth's enrollment shall make available to the child or youth all services and assistance, including but not limited to the following services, on the same basis as those services and assistance are provided to resident pupils:

a. Compensatory education;
b. Special education;
c. English as a Second Language;

d. Vocational and technical education courses or programs;
e. Programs for gifted and talented pupils;
f. Health services;
g. Preschool (including Head Start and Even Start);
h. Before and after school child care;
i. Food and nutrition programs.

The Iowa Department of Education's Homeless Education Program will continue to collaborate with the Food and Nutrition Bureau and the National School Lunch Meal Eligibility Program to ensure all children and youth experiencing homelessness receive free meals while enrolled in and attending school.

Additionally, the state homeless education program provides ongoing training and technical assistance to local education agencies to include information on the categorical eligibility for children and youth experiencing homelessness in the National School Lunch Program.

vi. Describe the SEA's strategies to address problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays and retention, consistent with sections 722(g)(1)(H) and (I) of the McKinney-Vento Act.

Chapter 33, Iowa Administrative Code addresses primary barriers to the education of homeless children and youths.

The Department regularly examines laws, regulations, practices, and policies that may act as a barrier to the identification, enrollment, attendance, and success of a homeless child or youth. Additionally, phone and email technical assistance, training, monitoring, and other educational resources to local education agencies in removing barriers to the enrollment and the retention of children and youth to attend school are conducted regularly. Barriers with residency requirements, enrollment or discipline procedures, outstanding fees or fines, absences, immunizations, and other documentation typically required for enrollment are reviewed regularly by local homeless liaisons and local school districts to eliminate delays and retention of homeless students.

The Homeless Education Program's State Coordinator shall collaborate and coordinate with other programs, bureaus and divisions within the IDOE which provide specific supports, such as Migrant Education, Title I Program, Special Education, Gifted and Talented Education, Preschool Programs, Career and Technical Education, and other programs and initiatives relevant to the needs of homeless children and youth.

CONSOLIDATED STATE PLAN ASSURANCES

Instructions: Each SEA submitting a consolidated State plan must review the assurances below and demonstrate agreement by selecting the boxes provided.

☐ **Coordination.** The SEA must assure that it coordinated its plans for administering the included programs, other programs authorized under the ESEA, as amended by the ESSA, and the Individuals with Disabilities Education Act (IDOEA), the Rehabilitation Act, the Carl D. Perkins Career and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the Head Start Act, the Child Care and Development Block Grant Act of 1990, the Education Sciences Reform Act of 2002, the Education Technical Assistance Act of 2002, the National Assessment of Educational Progress Authorization Act, and the Adult Education and Family Literacy Act.

☐ **Challenging academic standards and academic assessments.** The SEA must assure that the State will meet the standards and assessments requirements of sections 1111(b)(1)(A)-(F) and 1111(b)(2) of the ESEA and applicable regulations.

☐ **State support and improvement for low performing schools.** The SEA must assure that it will approve, monitor, and periodically review LEA comprehensive support and improvement plans consistent with requirements in section 1111(d)(1)(B)(v) and (vi) of the ESEA and 34 C.F.R. § 200.21(e).

☐ **Participation by private school children and teachers.** The SEA must assure that it will meet the requirements of sections 1117 and 8501 of the ESEA regarding the participation of private school children and teachers.

☐ **Appropriate identification of children with disabilities.** The SEA must assure that it has policies and procedures in effect regarding the appropriate identification of children with disabilities consistent with the child find and evaluation requirements in section 612(a)(3) and (a)(7) of the IDOEA, respectively.

☐ **Ensuring equitable access to Federal programs.** The SEA must assure that, consistent with section 427 of the General Education Provisions Act (GEPA), it described the steps the SEA will take to ensure equitable access to and participation in the included programs for students, teachers and other program beneficiaries with special needs as addressed in sections described below (e.g., 4.3 State Support and Improvement for Low-performing Schools, 5.3 Educator Equity).

Click here to enter text.

APPENDIX TABLE OF CONTENTS

APPENDIX LETTER	PAGE NUMBER	DOCUMENT TITLE
A	91	Measurements of Interim Progress. (Not Ready for Review)
B	95	Educator Equity Differences in Rates Tables (Not Ready for Review)
C	98	Educator Equity Extension Plan and Differences in Rates Tables (Not Applicable)
D	100	Public and Stakeholder Outreach and Input, Listening Tours and Issue-Specific Forums: MEETINGS & MEMBERSHIP.
E	104	Public and Stakeholder Outreach and Input, Working Groups: Iowa Department of Education Work Teams, Expert Work Teams and Advisory Committee: MEETINGS & MEMBERSHIP.
F	116	Public and Stakeholder Outreach and Input, Input and Impact SUMMARY.
G	121	Public and Stakeholder Outreach and Input, Raw Data and Summary Themes from Stakeholder Meetings: Fall Listening Tour sessions, Issue-Specific Forums and ESSA Advisory.
H	194	Assessment Audit.
I	195	Learning Supports IS3 Index.

APPENDIX A: MEASURMENTS OF INTERIM PROGRESS
READY FOR REVIEW MAY 2017 POSTING

Instructions: Each SEA must include the measurements of interim progress for academic achievement, graduation rates, and English language proficiency consistent with the long-term goals described in Section 1 for all students and separately for each subgroup of students (except that measurements of interim progress for English language proficiency must only be described for English learners), consistent with the State's minimum number of students. For academic achievement and graduation rates, the State's measurements of interim progress require greater rates of improvement for subgroups of students that are lower-achieving or graduating at lower rates, respectively.

Table 22. *Interim Progress: Reading/Language Arts.*

Subgroups	Interim Year One	Interim Year Two	Interim Year Three	Interim Year Four	Interim Year Five	Interim Year Six	Interim Year Seven	Interim Year Eight
All students	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year
Economically disadvantaged students	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year
Children with disabilities	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year
English learners	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year
Race/Ethnicity								
American Indian or Alaska Native	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year
Asian	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year
Black or African American	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year
Hispanic	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year
Multi-race	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year
Native Hawaiian or Pacific Islander	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year

Subgroups	Interim Year One	Interim Year Two	Interim Year Three	Interim Year Four	Interim Year Five	Interim Year Six	Interim Year Seven	Interim Year Eight
White	2018-2019 year	2018-2019 year		2018-2019 year				2018-2019 year

Table 23. *Interim Progress: Mathematics.*

Subgroups	Interim Year One	Interim Year Two	Interim Year Three	Interim Year Four	Interim Year Five	Interim Year Six	Interim Year Seven	Interim Year Eight
All students	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year
Economically disadvantaged students	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year
Children with disabilities	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year
English learners	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year
Race/Ethnicity								
American Indian or Alaska Native	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year
Asian	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year
Black or African American	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year
Hispanic	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year
Multi-race	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year
Native Hawaiian or Pacific Islander	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year	2018-2019 year
White	2018-2019 year	2018-2019 year		2018-2019 year				2018-2019 year

Table 24. *Interim Progress: Four-Year Adjusted Cohort Graduation across Subgroups*.

Subgroup	Interim Year One	Interim Year Two	Interim Year Three	Interim Year Four	Interim Year Five	Interim Year Six	Interim Year Seven	Interim Year Eight
All students								
Economically disadvantaged students								
Children with disabilities								
English learners								
Race/Ethnicity								
American Indian or Alaska Native								
Asian								
Black or African American								
Hispanic								
Multi-race								
Native Hawaiian or Pacific Islander								
White								

Table 25. *Interim Progress: Five-Year Extended Cohort Graduation across Subgroups*.

Subgroup	Interim Year One	Interim Year Two	Interim Year Three	Interim Year Four	Interim Year Five	Interim Year Six	Interim Year Seven	Interim Year Eight
All students								
Economically disadvantaged students								
Children with disabilities								
English learners								
Race/Ethnicity								
American Indian or Alaska Native								
Asian								

Subgroup	Interim Year One	Interim Year Two	Interim Year Three	Interim Year Four	Interim Year Five	Interim Year Six	Interim Year Seven	Interim Year Eight
Black or African American								
Hispanic								
Multi-race								
Native Hawaiian or Pacific Islander								
White								

Table 26. *Interim Progress: Percentage of English Learners making Annual Progress*.

Subgroup	Interim Year One	Interim Year Two	Interim Year Three	Interim Year Four	Interim Year Five	Interim Year Six	Interim Year Seven	Interim Year Eight
English Learners								

APPENDIX B: EDUCATOR EQUITY DIFFERENCES IN RATES
READY FOR REVIEW MAY 2017 POSTING

Instructions: Each SEA must complete the appropriate table(s) below. Each SEA calculating and reporting student-level data must complete, at a minimum, the table under the header "Differences in Rates Calculated Using Student-Level Data".

DIFFERENCES IN RATES CALCULATED USING STUDENT-LEVEL DATA

Table 27. *Differences in Rates*.

STUDENT GROUPS	Rate at which students are taught by an **ineffective** teacher	Differences between rates	Rate at which students are taught by an **out-of-field** teacher	Differences between rates	Rate at which students are taught by an **inexperienced** teacher	Differences between rates
Low-income students enrolled in schools receiving funds under Title I, Part A	Box A: enter rate as a percentage	Enter value of (Box A) – (Box B)	Box E: enter rate as a percentage	Enter value of (Box E) – (Box F)	Box I: enter rate as a percentage	Enter value of (Box I) – (Box J)
Non-low-income students enrolled in schools not receiving funds under Title I, Part A	Box B: enter rate as a percentage		Box F: enter rate as a percentage		Box J: enter rate as a percentage	
Minority students enrolled in schools receiving funds under	Box C: enter rate as a percentage	Enter value of (Box C) – (Box D)	Box G: enter rate as a percentage	Enter value of (Box G) – (Box H)	Box K: enter rate as a percentage	Enter value of (Box K) – (Box L)

Title I, Part A						
Non-minority students enrolled in schools not receiving funds under Title I, Part A	Box D: enter rate as a percentage		Box H: enter rate as a percentage		Box L: enter rate as a percentage	

If the SEA has defined other optional key terms, it must complete the table below.

STUDENT GROUPS	Rate at which students are taught by ENTER STATE-IDOENTIFIED TERM 1	Differences between rates	Rate at which students are taught by ENTER STATE-IDOENTIFIED TERM 2	Differences between rates	Rate at which students are taught by ENTER STATE-IDOENTIFIED TERM 3	Differences between rates
Low-income students enrolled in schools receiving funds under Title I, Part A	Box A: enter rate as a percentage	Enter value of (Box A) – (Box B)	Box E: enter rate as a percentage	Enter value of (Box E) – (Box F)	Box I: enter rate as a percentage	Enter value of (Box I) – (Box J)
Non-low-income students enrolled in schools not receiving funds under	Box B: enter rate as a percentage		Box F: enter rate as a percentage		Box J: enter rate as a percentage	

Title I, Part A						
Minority students enrolled in schools receiving funds under Title I, Part A	Box C: enter rate as a percentage	Enter value of (Box C) – (Box D)	Box G: enter rate as a percentage	Enter value of (Box G) – (Box H)	Box K: enter rate as a percentage	Enter value of (Box K) – (Box L)
Non-minority students enrolled in schools not receiving funds under Title I, Part A	Box D: enter rate as a percentage		Box H: enter rate as a percentage		Box L: enter rate as a percentage	

APPENDIX C: EDUCATOR EQUITY EXTENSION

NOT APPLICABLE

Instructions: If an SEA requests an extension for calculating and reporting student-level educator equity data under 34 C.F.R. § 299.13(d)(3), it must: (1) provide a detailed plan and timeline addressing the steps it will take to calculate and report, as expeditiously as possible but no later than three years from the date it submits its initial consolidated State plan, the data required under 34 C.F.R. § 299.18(c)(3)(i) at the student level and (2) complete the tables below.

DIFFERENCES IN RATES CALCULATED USING DATA OTHER THAN STUDENT-LEVEL DATA

STUDENT GROUPS	Rate at which students are taught by an **ineffective** teacher	Differences between rates	Rate at which students are taught by an **out-of-field** teacher	Differences between rates	Rate at which students are taught by an **inexperienced** teacher	Differences between rates
Low-income students	Box A: enter rate as a percentage	Enter value of (Box A) – (Box B)	Box E: enter rate as a percentage	Enter value of (Box E) – (Box F)	Box I: enter rate as a percentage	Enter value of (Box I) – (Box J)
Non-low-income students	Box B: enter rate as a percentage		Box F: enter rate as a percentage		Box J: enter rate as a percentage	
Minority students	Box C: enter rate as a percentage	Enter value of (Box C) – (Box D)	Box G: enter rate as a percentage	Enter value of (Box G) – (Box H)	Box K: enter rate as a percentage	Enter value of (Box K) – (Box L)
Non-minority students	Box D: enter rate as a percentage		Box H: enter rate as a percentage		Box L: enter rate as a percentage	

If the SEA has defined other optional key terms, it must complete the table below.

STUDENT GROUPS	Rate at which students are taught by ENTER STATE-IDOENTIF	Differences between rates	Rate at which students are taught by ENTER STATE-IDOENTIFI	Differences between rates	Rate at which students are taught by ENTER STATE-IDOENTIFIED TERM 3	Differences between rates

	IED TERM 1		ED TERM 2			
Low-income students	Box A: enter rate as a percentage	Enter value of (Box A) – (Box B)	Box E: enter rate as a percentage	Enter value of (Box E) – (Box F)	Box I: enter rate as a percentage	Enter value of (Box I) – (Box J)
Non-low-income students	Box B: enter rate as a percentage		Box F: enter rate as a percentage		Box J: enter rate as a percentage	
Minority students	Box C: enter rate as a percentage	Enter value of (Box C) – (Box D)	Box G: enter rate as a percentage	Enter value of (Box G) – (Box H)	Box K: enter rate as a percentage	Enter value of (Box K) – (Box L)
Non-minority students	Box D: enter rate as a percentage		Box H: enter rate as a percentage		Box L: enter rate as a percentage	

Appendix D

Public and Stakeholder Outreach and Input

• Listening Tours and Issue-Specific Forums: MEETINGS & MEMBERSHIP •

The following public and stakeholder meeting information is provided in this Appendix:

1. **Fall Listening Tour**. The purpose of this statewide, 9-session tour was to (A) educate the public and stakeholders about ESSA, (B) educate the public and stakeholders about Iowa's current ESSA plan of development, and (C) obtain input on ESSA to be considered as ESSA is developed. Information about this, including location, number of attendees, date/time and representation is provided in *Table 28. Fall Listening Tour: Location, Number of Participants, Date/Time and Representation.*
2. **Issue-Specific Forums**. The purpose of issue-specific forums was to provide targeted opportunities for input across several sessions across the following areas: gifted and talented, special education, English learners, library support, counselors in schools, and other state agencies. Information about this, including issue, number of attendees, date/time, and name/agency representation is provided in *Table 29. Issue-Specific Forums: Issue, Number of Participants, Date/Time and Attendees/Agency*. Forums for special education and English Learners are scheduled for early 2017.
3. **Winter Information Tour**. The purpose of this statewide, 9-session tour will be to (A) educate the public and stakeholders about Iowa's draft ESSA plan, and (B) obtain input on Iowa's ESSA draft plan. Information about this will be provided in a Winter Information Tour table.

.

Table 28. *Fall Listening Tour: Location, Number of Participants, Date/Time and Representation*.

Feedback Origin	Location	Number	Date Time	Representation
Fall Listening Tour	Johnston – Heartland AEA	30	September 26, 2016 5-7pm	Librarians, educators (e.g., gifted and talented, special education, social studies), AEAs, community, students, parents
Fall Listening Tour	Council Bluffs – Green Hills AEA	13	September 27, 2016 5-7pm	Librarians, Superintendents, educators (e.g., gifted and talented)
Fall Listening Tour	Elkader-Keystone AEA	20	October 11, 2016 5-7pm	Educators (e.g., reading), Superintendents, AEAs, Institutes of Higher Education, school boards
Fall Listening Tour	Sioux City – Northwest AEA	27	October 20, 2016 5-7pm	Educators (e.g., English Learners, gifted and talented, arts) parents, school counselors, school nurses, librarians
Fall Listening Tour	Bettendorf-Mississippi Bend AEA	19	October 25, 2016 5-7pm	Educators, (e.g., gifted and talented, social studies, early childhood) Librarians
Fall Listening Tour	Storm Lake - Prairie Lakes AEA	10	October 26, 2016 5-7pm	Librarians, educators (e.g., general, gifted/talented, special education), AEAs, city council, coaches

Fall Listening Tour	Cedar Rapids – Grant Wood AEA	50	November 2, 2016 5-7pm	Librarians, educators (e.g., special education, preschool, arts), students, Institutes of Higher Education, parents, school board
Fall Listening Tour	Ottumwa – Great Prairie	33	November 7, 2016 5-7pm	Educators (e.g., gifted and talented, physical education, science, arts) superintendents, parents, school board
Fall Listening Tour	Cedar Falls – 267 AEA	85	November 9, 2016 5-7pm	Librarians, community, educators (e.g., physical education, early childhood) Iowa Work Force Development, Institutes of Higher Education

Table 29. *Issue-Specific Forums: Issue, Number of Participants, Date/Time and Attendees/Agency.*

Feedback Origin	Issue	Number	Date Time	Attendees, Agency
Issue-Specific Forum	School Librarians	10	November 30, 2016 3-5pm	• Dixie Forcht, IASL Past President • Sarah Staudt, IASL President (unable to attend) • Becky Johnson, IASL Executive Board member
Issue-Specific Forum	Gifted and Talented	6	December 1, 2016 3-5pm	• Chad Hageman, PACT Facilitator K-12, Cedar Rapids CSD; Chair of UEN TAG Directors • Mary Schmidt, Gifted Education Consultant and Advocate; Professional Learning and Leadership Consultant/Gifted Education Consultant at Heartland AEA (retired); ITAG Past-president • Doreen Underwood (possible), Diverse Learner & TLC Consultant at Great Prairie AEA; ITAG President • Susan Wouters, ELP Teacher, Waukee Middle School, Grades 6-7; ELP Teacher, Prairieview School, Grades 8-9; ITAG President-elect • Mike Heller, Attorney-at-law • Maureen Marron, Executive Director, Iowa Talented and Gifted Association
Issue-Specific Forum	Counselors	16	December 6, 2016 3-5pm	• Jaclyn Dehner, Findley Elementary School Counselor, Des Moines • Nyla Mowery, King Elementary School Counselor, Des Moines

				• Heather Korte, K-5 Counseling Coordinator, Des Moines • Jennifer Blumberg, 5-8 Counseling Coordinator, Des Moines • Amy Abler, 9-12 Counseling Coordinator, Des Moines • Casey McMurray, Bondurant CSD • Dave Ford, Mississippi Bend AEA • Mike Danilson, Gilbert CSD • Matt Brown, Drake graduate student • Corey Trainer, Oskaloosa CSD • Trista Thompson, Fort Dodge CSD • Sheryl Cline, Linn-Mar CSD • Pete Drury, East Marshall CSD • Lacey Cherniss, Indianola CSD • Erin Lane, University of Iowa doctoral student • Janae Griffith, Ankeny CSD
Issue-Specific Forum	Well-Rounded	15	December 8, 2016 3-5pm	• Nancy Elliott, Executive Director, Iowa Council for the Social Studies • Bob Mantell, Executive Director, Iowa Council on Economic Education and Jump$tart Vice-President • Alex Oberle, Coordinator, Iowa Geographic Alliance • John Wheeler, Director of Education, Iowa State Bar Association • Helen Duranleau-Brennan, Chapter Director of Iowa Thespians, Mississippi Bend AEA Quality Learning & Literacy consultant • Ben Heinen, art teacher, Implementation Coordinator of Turnaround Arts Program, Arts Integration Specialist • Kendra Leisinger, president of the Iowa Music Educators Association • Martha Kroese, IAAE Executive Board member • Larry Murphy, IAAE lobbyist • Leon Kuehner, IAAE Executive Director • Jodi Larson, Ankeny CSD • Ben Robinson, Clear Creek Amana CSD • Joss Teed, Ottumwa CSD

Issue-Specific Forums	Other State Agencies	11	December 14, 2016 3-5pm	• Beth Townsend, Iowa Workforce Development • Sarah Reisetter, Iowa Department of Public Health • Bob Donley, Iowa Board of Regents • Emily Wharton, Iowa Department for the Blind • San Wong, Iowa Department of Human Rights • Jeff Weld, STEM • Andy Duffelmeyer, Iowa Civil Rights • Laurie Phelan, iJag • Christina Sibouih, Iowa College Aid • Ryan Page and Julie Allison (per Erin Clancy), Iowa Department of Human Services
Issue-Specific Forums	Early Childhood	10	December 15, 2016 3-5pm	• Ryan Page, Iowa Department of Human Services • Julie Allison, Iowa Department of Human Services • Jeff Anderson, Iowa Department of Management • Shanell Wagler, Iowa Department of Management • Karen Thompson, ASK Resource • Sheila Hanson, Child & Family Policy Center • Julie Smith, Council Bluffs Community School District • Heather Donoho, Des Moines Public Schools, Early ACCESS • Julie Lang, MATURA Head Start • Michelle Stover Wright, BUILD Initiative

Appendix E

Public and Stakeholder Outreach and Input

• Working Groups: Iowa Department of Education Work Teams, Expert Work Teams and Advisory Committee MEETINGS & MEMBERSHIP •

The Iowa Department of Education has three critical teams working directly with the details of Iowa's ESSA Plan:

- **DE ESSA Work Teams**. These teams are charged to develop sections of the ESSA Plan. Teams were commissioned to develop the plan to ensure (1) an effective system infrastructure that aligns policy and funds into one consolidated plan, (2) districts and schools implement evidence-based curriculum, instruction, assessments and interventions within Iowa's Differentiated Accountability and Supports model, (3) educators and leaders to support all students and their families, and finally (4) all students are successful in school and in life. Each team and their members are listed in *Table 30. Iowa Department of Education Work Team Membership*. Leads of teams are in bold lettering. Work Teams meet bi-weekly at a minimum. Input from these teams is not documented, as it's the express purpose of teams to develop sections of the plan.
- **Expert Groups**. Expert Groups were established for specific work team. The purpose of these groups is to review DE ESSA Work Team products and provide essential expert feedback on critical issues, as well as overall feedback on all areas of the work within their focus areas. Expert Groups meet as work teams determine the need for input/feedback. Each expert team and their members are listed *in Table 31. Expert Group by Work Teams*. Feedback and input from expert groups is highly specific, detailed, rooted directly in work team products or decisions, and used directly by the work teams to guide their work. Therefore feedback is not delineated separately as a stakeholder group.
- **ESSA Advisory Committee**. The ESSA Advisory Committee was established July 2016. The purpose of this committee is to provide input on every aspect of Iowa's plan to meet the federal Every Student Succeeds Act. Members are listed in *Table 32. ESSA Advisory Committee Membership and Affiliation*. Feedback from this group is on a much different scale than large stakeholder input as it is much more detailed in nature. Input from this committee is in Appendix G in Tables 37 through 44, starting on page 183.

Table 30. *Iowa Department of Education Work Team Membership*. (Team leads listed in **bold**. All teams meet bi-weekly at a minimum).

Leadership Team. Provides leadership and coordination of the ESSA Plan development and implementation.	• Linda Carroll, Bureau Chief, Educator Quality • Erika Cook, Bureau Chief, Standards and Curriculum • Tom Cooley, Bureau Chief, Finance, Facilities, Operation and Transportation Services • Tom Deeter, Lead Consultant, Bureau of Information and Analysis Services • Dee Gethmann, Consultant, Bureau of Standards and Curriculum • Staci Hupp, Bureau Chief, Communications & Information Services • Pradeep Kotamraju, Bureau Chief, Career and Technical Education • Thomas Mayes, Attorney, Division of Learning and Results • Geri McMahon, Administrative Consultant, Bureau of School Improvement • Brad Niebling, Consultant, Bureau of School Improvement

	• **Barbara Ohlund**, Administrative Consultant, Division of Learning and Results • Jay Pennington, Bureau Chief, Information and Analysis Services • Nicole Proesch, Attorney, Iowa Department of Education • **David Tilly**, Deputy Director, Iowa Department of Education • Kimberly Villotti, Administrative Consultant, Bureau of Standards and Curriculum • Amy Williamson, Bureau Chief, School Improvement • **Ryan Wise**, Director, Iowa Department of Education
Policy and Communications. Ensure internal and external communications are accurate, complete and coordinated, and coordinate all large stakeholder meetings (Advisory, Listening Tours, Issue-Specific Forums and General Public).	• Staci Hupp, Bureau Chief, Communications & Information Services • Barbara Ohlund, Administrative Consultant, Division of Learning and Results • **David Tilly**, Deputy Director, Iowa Department of Education • **Ryan Wise**, Director, Iowa Department of Education
Finance. Ensure critical funding decisions coordinate with state law with a focus on flexibility to benefit programs and services.	• Tom Cooley, Bureau Chief, Finance, Facilities, Operation and Transportation Services • **David Tilly**, Deputy Director, Iowa Department of Education
Accountability. Ensure Iowa's accountability system is designed in a way that best leverages school improvement in Iowa.	• Jennifer Adkins, Consultant, Bureau of School Improvement • Rick Bartosh, Consultant, Bureau of School Improvement • Janelle Brandhorst, Administrative Consultant, Bureau of School Improvement • Cindy Butler, Administrative Consultant, Bureau of School Improvement • Dianne Chadwick, Administrative Consultant, Bureau of Information and Analysis • Tom Deeter, Lead Consultant, Bureau of Information and Analysis • Eric Heitz, Consultant, Bureau of School Improvement • Connor Hood, Consultant, Bureau of School Improvement • Rachel Kruse, Consultant, Bureau of Information and Analysis • Geri McMahon, Administrative Consultant, Bureau of School Improvement • Brad Niebling, Consultant, Bureau of School Improvement • Barbara Ohlund, Administrative Consultant, Division of Learning and Results • **Jay Pennington**, Bureau Chief, Information and Analysis Services

	• Xiaoping Wang, Administrative Consultant, Bureau of Information and Analysis • **Amy Williamson**, Bureau Chief, School Improvement
School Intervention. Ensure regulatory practices used in Iowa have the highest probability of improving performance and achievement in Iowa's lowest performing schools.	• Kathy Bertsch, Consultant, Bureau of Learner Strategies and Supports • Jillian Dotson, Consultant, Bureau of School Improvement • Greg Feldmann, Consultant, Bureau of Learner Strategies and Supports • Barb Guy, Administrative Consultant, Bureau of Learner Strategies and Supports • Sandy Johnson, Consultant, Bureau of School Improvement • **Geri McMahon**, Administrative Consultant, Bureau of School Improvement • **Brad Niebling**, Consultant, Bureau of School Improvement • Barbara Ohlund, Administrative Consultant, Division of Learning and Results
Educator Excellence. Ensure that our Teacher Preparation, Evaluation and Equity plans are aligned with our expectations for in-service teacher performance.	• Isbelia Arzola, Consultant, Bureau of Educator Quality • Larry Bice, Administrative Consultant, Bureau of Educator Quality • **Linda Carroll**, Bureau Chief, Educator Quality • Fred Kinne, Consultant, Bureau of School Improvement • Matt Ludwig, Consultant, Bureau of Educator Quality • Lora Rasey, Consultant, Division of Policy and Communications • Carole Richardson, Consultant, Bureau of Educator Quality • Marietta Rives, Consultant, Bureau of Educator Quality • Becky Slater, Consultant, Division of Policy and Communications • Joanne Tubbs, Administrative Consultant, Board of Educational Examiners
Legal Foundations. Ensure the final ESSA Plan adheres to federal and state law.	• **Thomas Mayes**, Attorney, Division of Learning and Results • **Nicole Proesch**, Attorney, Iowa Department of Education
Early Childhood. Ensure that our education system for our youngest learners is of high quality and designed to foundationally prepare these learners to be successful in preschool, elementary, secondary and post-secondary education.	• **Kimberly Villotti**, Administrative Consultant, Bureau of Standards and Curriculum • **Dee Gethmann**, Consultant, Bureau of Standards and Curriculum • Jennifer Adkins, Consultant, Bureau of School Improvement • Tom Rendon, Consultant, Bureau of School Improvement • Melissa Schnurr, Consultant, Bureau of Educator Quality • Susan Selby, Consultant, Bureau of Learner Strategies and Supports • Amy Stegeman, Consultant, Bureau of Learner Strategies and Supports • Cindy Weigel, Consultant, Bureau of Learner Strategies and Supports • Amanda Winslow, Consultant, Bureau of Learner Strategies and Supports
Standards and Assessments. Ensure that Iowa's academic standards represent high expectations for all Iowa learners and	• **Erika Cook**, Bureau Chief, Standards and Curriculum • Kris Kilibarda, Consultant, Bureau of Standards and Curriculum • Rita Martens, Administrative Consultant, Bureau of Standards and Curriculum

that our assessment system matches these expectations in both content and rigor.	• **Jay Pennington**, Bureau Chief, Information and Analysis Services • April Pforts, Consultant, Bureau of Standards and Curriculum • Path Thieben, Administrative Consultant, Bureau of Career and Technical Education • Eric St. Clair, Consultant, Bureau of Career and Technical Education • Stephanie Wager, Consultant, Bureau of Standards and Curriculum
Well-Rounded Education. Ensure that Iowa's approach to well-rounded education centers around offer and teach, areas represented in the definition of well-rounded, and maximizes opportunities.	• Staci Hupp, Bureau Chief, Communications & Information Services • Barbara Ohlund, Administrative Consultant, Division of Learning and Results • **David Tilly**, Deputy Director, Iowa Department of Education • Ryan Wise, Director, Iowa Department of Education
Program-Specific Requirements. Ensure that programs adhere to federal and state law, are aligned with accountability, support evidence-based practices, and are coordinated.	• Sandy Johnson, Consultant, Bureau of School Improvement • Geri McMahon, Administrative Consultant, Bureau of School Improvement • Thomas Mayes, Attorney, Division of Learning and Results • Barbara Ohlund, Administrative Consultant, Division of Learning and Results • Nicole Proesch, Attorney, Iowa Department of Education • **David Tilly**, Deputy Director, Iowa Department of Education • Amy Williamson, Bureau Chief, School Improvement • Ryan Wise, Director, Iowa Department of Education

Table 31. *Expert Group by Work Teams* (Expert groups were convened as needed) (ESSA Leads listed in **bold**)

Accountability and School Intervention Expert Group	• Jen Adams, Iowa Department of Education • Jennifer Adkins, Iowa Department of Education • Holly Barnes, Iowa Department of Education • Paul Beatty, Mississippi Bend AEA • Larry Bice, Iowa Department of Education • Teri Bowlin, Lynnville-Sully CSD • Janet Boyd, Iowa Department of Education • Janell Brandhorst, Iowa Department of Education • Sarah Brown, Iowa Department of Education • Martha Bruckner, Council Bluffs CSD • Brad Buck,Cedar Rapids CSD • Terri Bush, Green Hills AEA • Cindy Butler, Iowa Department of Education • Barb Byrd, Iowa Department of Education • Elizabeth Calhoun, Iowa Department of Education • Buffy Campbell, Iowa Department of Education

	• Linda Carroll, Iowa Department of Education • Sue Chartier, Northwest AEA • Stacey Cole, Fort Dodge CSD • Mark Crady, Heartland AEA • Sue Daker, C4K • Andrea Danker, Green Hills AEA • Karla Day, Heartland AEA • Tabitha DeMey, Prairie Lakes AEA • Kris Donnelly, Grant Wood AEA • Becky Durand, Bondurant CSD • Destiny Eldridge, Iowa Department of Education • Greg Feldmann, Iowa Department of Education • Wilma Gajdel, Des Moines CSD • Kelly Gallagher, AEA267 • Mary Grinstead, Des Moines CSD • Ed Grondlund, Mississippi Bend AEA • Barb Guy, Iowa Department of Education • Michelle Haberman, AEA267 • Myra Hall, Grant Wood AEA • Sarah Harbaugh, Mississippi Bend AEA • Eric Heitz, Iowa Department of Education • Alicia Helle, Keystone AEA • Connor Hood, Iowa Department of Education • Cory Johnson, Great Prairie AEA • Kelly Jones, Grant Wood AEA • Fred Kinne, Iowa Department of Education • Carla Lee, Northwest AEA • Sarah Lehmann, Keystone • Cindy Lewis, Mississippi Bend AEA • Jane Lindaman, Waterloo CSD • Linda Linn, Prairie Lakes AEA • Rita Martens, Iowa Department of Education • Evan McCormick, Great Prairie AEA • Cindy McDonald,Waukee CSD • **Geri McMahon**, Iowa Department of Education • **Brad Niebling**, Iowa Department of Education • Barbara Ohlund, Iowa Department of Education • Carolyn Paulaitis, Iowa Department of Education • **Jay Pennington**, Iowa Department of Education • Beth Popowski, Mississippi Bend AEA • Marietta Rives, Iowa Department of Education • Terri Schofield, Centerville CSD • Marty Shudak, Council Bluffs CSD • Kate Small, Iowa Department of Education • Pam Spangler, Iowa Department of Education • Amy Stegeman, Iowa Department of Education • Stacie Stokes, AEA267

	• Jillian Townsell, Iowa Department of Education • Kimberly Villotti, Iowa Department of Education • Tina Wahlert, Green Hills AEA • Amy Wichman, Heartland AEA • **Amy Williamson**, Iowa Department of Education • Lisa Wunn, West Delaware CSD
Educator Excellence. Expert Group	• **Isbelia Arzola**, Iowa Department of Education • Jan Beatty, Iowa State University • **Larry Bice**, Iowa Department of Education • William Bird, West Des Moines CSD • Drew Cumings-Peterson, Waukee CSD • Julie Davies, AEA267 • Heidi Doellinger, Iowa State University • Trent Grundmeyer, Drake University • Kim Hermsen, Nonpublic School Advisory Committee • Kim Huckstadt, University of Northern Iowa • Kelly Krogh Faga, Wartburg College • **Fred Kinne**, Iowa Department of Education • Michelle Krogulski, Drake University • **Matt Ludwig**, Iowa Department of Education • **Lora Rasey**, Iowa Department of Education • **Carole Richardson**, Iowa Department of Education • **Marietta Rives**, Iowa Department of Education • Dana Schon, School Administrators of Iowa • Jane Schmidt, Teacher of the Year • **Becky Slater**, Iowa Department of Education • Bev Smith, Waterloo CSD. • Cindy Swanson, Iowa State Education Association • **Joanne Tubbs**, Board of Educational Examiners • Jeff Weld, STEM Council • Ryan Zonnefeld, Dordt College
Early Childhood Expert Group	**Dee Gethmann** and **Kimberly Villotti**, Iowa Department of Education Early Childhood State Leadership Team (Early Childhood and Early Childhood Special Education) • Angie Squires, Keystone AEA 1 • Penni Gaul, Keystone AEA 1 • Ann Hagensick, Keystone AEA 1 • Deb Molitor, AEA 267 • Alison Bell, AEA 267 • Marcie Lentsch, Prairie Lakes AEA 8 • Jessica Hawkins, Prairie Lakes AEA 8 • Jennifer Jansen, Mississippi Bend AEA 9 • Mary Shihadeh, Mississippi Bend AEA 9 • Mary Airy, Grant Wood AEA 10 • Jeanie Wade-Nagle, Grant Wood AEA 10 • Melanie Reese, Grant Wood AEA 10

	• Brianna Sayre Geiser, Heartland AEA 11 • Joyce Vermeer, Northwest AEA 12 • Mary Groen, Northwest AEA 12 • Cindy Chettinger, Northwest AEA 12 • Pam Elwood, Green Hills AEA 13 • Vickie Parker, Great Prairie AEA 15 • June Morgan, Great Prairie AEA 15 • Dawn Johnson, Great Prairie AEA 15 • Marta Hershner, Cedar Rapids CSD • Colleen Fangman-Rider, Cedar Rapids CSD • Angela Constable, Des Moines CSD • Susie Guest, Des Moines CSD • Beth Pattschull, Des Moines CSD • Kim Burrack, Sioux City CSD • Angela Conway, Sioux City CSD Early ACCESS Regional Leadership (IDEA, Part C) • Angela Constable, Des Moines Public Schools • Angie Hance, Green Hills AEA • Ann Hagensick, Keystone AEA • Annie Volker, Heartland AEA • Cindy Chettinger, Northwest AEA • Dawn Kruger, AEA 267 • Diane McDonald-Goetzmann, Child Health Specialty Clinics • Gale Randall, Prairie Lakes AEA • Gina Greene, AEA 267 • Heather Donoho, Des Moines Public Schools • Jeanie Wade-Nagle, Grant Wood AEA • Jennifer Sammons, Prairie Lakes AEA • Jennifer Seuntjens, Green Hills AEA • Kathy Bartling, Mississippi Bend AEA • Linda Boshart, Great Prairie AEA • Lorry Wilson, Mississippi Bend AEA • Mark Draper, Green Hills AEA • Mary Shihadeh, Mississippi Bend AEA • Maureen Lonsdale, Green Hills AEA • Rachel Charlot, Child Health Specialty Clinics • Rae Miller, Child Health Specialty Clinics • Susan Brennan, Iowa Braille School • Shari Hueckstead, Mississippi Bend AEA • Shawn Stringer, Great Prairie AEA • Teresa Alesch, Prairie Lakes AEA • Teresa Hobbs, Northwest AEA • Teri Mash, Department of Human Services • Wendy Trotter, Iowa Department of Education • Kimberly Villotti, Iowa Department of Education • Cindy Weigel, Iowa Department of Education

	• Kate Small, Iowa Department of Education • Meghan Miller, Iowa Department of Public Health • Melissa Schnurr, Iowa Department of Education • Marsha Gunderson, Iowa School for the Deaf Early Childhood Iowa (ECI) Professional Development Early Learning Component Group • Dawn Powers, Child Care Resource & Referral (CCR&R) of Southwest Iowa • Shannon Wilson, Iowa State University Extension and Outreach • Lora Patton, CCR&R of Central Iowa • Stacey Walter, Iowa AEYC • Katie Champlin, Des Moines Area Community College • Johnna Haggerty, Iowa AEYC • Rick Roghair, Iowa AEYC • Melissa Schnurr, Iowa Department of Education • Erin Clancy, Iowa Department of Human Services • Amanda Winslow, Iowa Department of Education • Angie Van Polen, Iowa Department of Education • Lisa Stange, Iowa Department of Education Iowa Association for the Education of Young Children (AEYC) Executive Board • Brian Kingrey, Sigourney CSD • Mary Airy, Grant Wood AEA • Brandy Smith, National Program for Playground Safety • Tom Rendon, Iowa Department of Education Early Childhood Workforce Advisory Committee • Nancy Merryman, Mount Mercy University • Amanda Winslow, Iowa Department of Education • Wendy Hoogeveen, DHS • Kelli Soyer, Child and Family Policy Center • Tracy Ehlert, Family Child Care provider • Laurie Wernli, Perry Child Development Center • Amanda Magie, DMACC • Kristine Corey, Iowa Department of Human Rights • Cheryl Clark, ISU Extension and Outreach • Leslie Stonehoeker, CCR&R • Katie Austin, Lil Scholars Too • Melissa Heston, UNI • Vicki Williams, Oak Academy • Shahrzad Hamid, Oak Academy • Shanell Wagler, DOM/ECI • Kimberly Villotti, Iowa Department of Education • Barb Merrill, Iowa AEYC Office • Stacey Walter, Iowa AEYC Office • Ashley Otte, Iowa AEYC Office

	• Johnna Haggarty, Iowa AEYC Office • Jocee Kelly, Iowa AEYC Office • Lauren Linnenbrink, Iowa AEYC Office • Dara Madigan, Iowa AEYC Office • Pam Ellis, Iowa AEYC Office • Pam Mahoney, Iowa AEYC Office Early Childhood Iowa (ECI) Area Directors • Kris Schlievert, Early Childhood North Central Iowa • Laurie Kristiansen, FMC • Michael Bergan, HAWC Partnerships for Children • Erin Monaghan, Building Directions for Families • Shawna Lebeck, Together 4 Families • Elizabeth Stanek, Linking Families and Communities • Annette Koster, Crawford, Sac & Buena Vista • Diane Foss, Monona, Harrison & Shelby • Cindy Duhrkopf, Partnerships 4 Families • Marion Kresse, BooST Together for Children • Carrie Kube, Iowa River Valley ECI • Heidi Schminke, Tama & Benton • Chris Kivett-Berr, Linn • Sherri Hunt, Jones & Cedar • Diane Martens, Scott County Kids • Tangie Viner, Muscatine • Laurie Nash, Johnson • Tasha Beghtol, Washington, Louisa, Henry, & Des Moines • Tammy Wetjen-Kesterson, Iowa, Keokuk, & Jefferson • Deb Schrader ,4RKids • Staci Scroggie, Corner Counties • Vicki Sickels, Adams, Union, Taylor, & Ringgold • Jack Maletta, 4 Counties for Kids • Pat McReynolds, Mahaska & Wapello • Ginger Knisley, Children First • Shanell Wagler, DOM/ECI • Jeff Anderson, DOM/ECI • Amanda Winslow, Iowa Department of Education • Tami Foley, DHS Iowa Head Start Association • Tami Holmes, Comm Action of Eastern Iowa • Laura Waddick, Comm Action of Eastern Iowa • Kalisha Lutz, Comm Action of SE Iowa • Kathy Scott, Comm Action of SE Iowa • Royce Hickie, MICA • Laura Abbe, MICA • Kelli Wood, Mid-Sioux Opportunity • Melissa Harvey-Johnston, NEICAC

	• Tonya Weber, New Opportunities • Angela Lensch, New Opportunities • Melissa Nelson, NICAO • Kristie Parks, NICAO • Brenda Sullivan, Operation New View • Betsy Wiebke, Operation New View • Electa Richards, SIEDA • Elizabeth Fairchild, SIEDA • Angela Syhlman, Tri-County Child and Family • Pauline Jones, Tri-County Child and Family • Lavennia Coover, WCCA • Michelle Carden, YOUR • Marjorie Wonderlich, YOUR • Tom Rendon, Iowa Department of Education • Amy Stegeman, Iowa Department of Education • Betsy Lin, Iowa Department of Education • Amanda Winslow, Iowa Department of Education
Standards and Assessments. Expert Group	• Jen Adams, Iowa Department of Education • Austin Beer, Grant Wood AEA • Leigh Bellville, Indianola CSD • Larry Bice, Iowa Department of Education • Kathy Brenny, Prairie Lakes AEA • Kim Buryanek, Sioux City CSD • David Canaday, Iowa Department of Education • Dianne Chadwick, Iowa Department of Education • Stacey Cole, Fort Dodge CSD • Erika Cook, Iowa Department of Education • Mariann Culver, Heartland AEA • Tom Deeter, Iowa Department of Education • Jennifer Denne, Iowa Department of Education • Destiny Eldridge, Iowa Department of Education • Lowell Ernst, Pella CSD • Greg Feldmann, Iowa Department of Education • Harry Heiligenth, Iowa Association of School Boards • Liz Hollingworth, University of Iowa • Sherry Huffman, Green Hills AEA • Staci Hupp, Iowa Department of Education • Jan Jensen, Norwalk CSD • Kris Kilibarda, Iowa Department of Education • Marcia Kruse, Keystone AEA • Sara Larkin, Iowa Educational Services for the Blind and Visually Impaired • JoEllen Latham, Southwest Polk CSD

	• Jobi Lawrence, Iowa Department of Education • Evan McCormick, Great Prairie AEA • Jon McKenzie, AEA267 • Dr. Charles McNulty, Waterloo CSD • Angela Olsen, Xavier Saints • Mike Pardun, Denison CSD • Jay Pennington, Iowa Department of Education • Roger Peterson, Iowa Department of Education • April Pforts, Iowa Department of Education • Maggie Pickett, Iowa Department of Education • Marty Shudak, Council Bluffs CSD • Tammy Wawro, Iowa State Education Association • Xiaoping Wang, Iowa Department of Education • Jason Wester, Muscatine CSD

Table 32. *ESSA Advisory Committee Membership and Affiliation*. (Advisory meets bi-monthly at a minimum)

- Tom Ahart, Superintendent, Des Moines Public Schools
- Perla Alarcon-Flory, Sioux City School Board Member
- Lisa Bartusek, Executive Director, Iowa Association of School Boards
- Mike Beranek, teacher, West Des Moines Schools
- Amber Boyd, Iowa City Community Schools
- Tod Bowman, State Senator
- Margaret Buckton, Iowa School Finance Information Services
- Mary Jane Cobb, Executive Director, Iowa State Education Association
- Bill Decker, Administrator, Mississippi Bend Area Education Agency
- Sandy Dockendorff, School Board Member, Danville Community Schools
- Mark Felderman, Deputy Director, Legislative Affairs, Professional Educators of Iowa
- Kevin Fiene, Superintendent, Interstate 35 Community Schools
- Jim Hawkins, Senior Director, Professional Educators of Iowa
- Jennykaye Hampton, Cedar Rapids Schools
- Roark Horn, Executive Director, School Administrators of Iowa
- Terri Lasswell, University of Northern Iowa
- Josie Lewis, Director of Policy and Legal Services, Iowa Association of School Boards
- Charles McNulty, Assoc. Supt., Educational Services, Waterloo Community Schools
- Sam Miller, Administrator, Area Education Agency 267
- Jill Morrill, School Board Member, Johnston Community Schools
- Tom Moore, State Representative
- Robert Nishimwe, Student State Board Member
- Bob Olson, Superintendent, Clarion-Goldfield-Dows Community Schools
- Melissa Peterson, Government Relations Specialist, Iowa State Education Association

- Jill Philby, teacher, Lynnville-Sully Community Schools
- Dan Ryan, Superintendent of Schools, Diocese of Sioux City
- Dana Schon, Professional Learning Director, School Administrators of Iowa
- Amy Sinclair, State Senator
- Scott Slechta, 2016 Iowa Teacher of the Year, Fairfield Community Schools
- Daniel Spikes, Professor, Iowa State University
- Bryan Stearns, Assoc. Principal, West Des Moines Schools
- Dani Trimble, Superintendent, Alburnett Community Schools
- Tammy Wawro, President, Iowa State Education Association
- Justin Wagner, Superintendent, Harlan Community Schools
- Thatcher Williams, Iowa PTA

Appendix F

Public and Stakeholder Outreach and Input

• Input and Impact SUMMARY •

Input was gathered during large stakeholder meetings by (1) extensive note-taking to capture individual speaker input, and (2) directly from written comments provided by individual stakeholders. Input from notes (N) and individually written feedback (W) from stakeholder sessions has been analyzed by ESSA Plan section, and major themes established as shown in *Table 33. Theme by Section and Stakeholder (page 113)*. Stakeholder sessions include:

- **Fall Listening Tour**. Nine stakeholder sessions were held Fall 2016 to obtain input to be considered in the development of Iowa's Initial ESSA Draft Plan. The raw data and summary themes from these sessions are in Appendix G, *Table 34. FLT Raw Data from Individual Speaker Input and Individual Written Comments, and Summary Themes. (N=Notes; W=Written Comments).*
- **Issue-Specific Forums**. Six issue-specific forums have been held to date in the following areas: Libraries, Gifted and Talented, Counseling, Well-Rounded Education, Other State Agencies and Early Childhood. Additional forums are scheduled for English Learners and Special Education. The raw data and summary themes from these sessions are in Appendix G, *Table 35. ISF Raw Data from Individual Speaker Input and Individual Written Comments, and Summary Themes.*
- **ESSA Advisory Committee**. The ESSA Advisory Committee is the primary input group for specific decision-points for the DE Work Teams. Input from this group is on a much different scale than large stakeholder input (Fall Listening Tour and Issue-Specific Forums) as it is much more detailed in nature. Input and related summary information of general group agreement is provided in Appendix G, *Tables 37 through 44.*

Table 33 summarizes input by ESSA Plan section and the stakeholder meeting type. The table organization includes:

- **Section**. This area indicates which section the input is related to so that Work Teams may easily review and consider the input as sections are developed and refined. The Overall designation will be considered by the DE Leadership Work Team as input across the ESSA Plan. Other sections represented by stakeholder feedback include Sections 2, 3, 4, 5 and 6.
- **Theme**. This column describes the themes, and codes, applied to individual speaker contributions and written feedback.
- **FLT**. Fall Listening Tour - This column represents the frequency of the summary theme across each individual speaker or written comment. For example, within the first Fall Listening Tour cell (highlighted yellow), there were five (5) comments coded ***A**: Align ESSA with other efforts in Iowa/state law.* For all comments from the FLT, refer to *Table 34. FLT Raw Data from Individual Speaker Input and Individual Written Comments, and Summary Themes.*
- **ISF**. Issue-Specific Forum – This column represents the frequency of the summary theme across each individual speaker or written comment. For example, within the first Issue-Specific Forum cell (highlighted green), there were five (5) comments coded ***A**: Align ESSA with other efforts in Iowa/state law.* For all comments from the ISF, refer to *Table 35. ISF Raw Data from Individual Speaker Input and Individual Written Comments, and Summary Themes.*

- **WIT**. Winter Information Tour – This column will represent the frequency of the summary theme across each individual speaker or written comment. At the conclusion of the WLT, comments will be analyzed and information included throughout the ESSA Plan as appropriate.
- **WGP**. Winter General Public input - This column will represent the frequency of the summary theme obtained from our online survey. At the conclusion of the winter online survey submission window, comments will be analyzed and information included throughout the ESSA Plan as appropriate.
- **SGP**. Spring General Public input - This column will represent the frequency of the summary theme obtained from our online survey. At the conclusion of the spring online survey submission window, comments will be analyzed and information included throughout the ESSA Plan as appropriate.

Table 33. *Theme by Section and Stakeholder*.

Section	Theme	FLT	ISF	WIT	WGP	SGP
Overall	**A**: Align ESSA with other efforts in Iowa/state law.	5	5			
Overall	**B**: Caution to not make the plan too big/like "Race to the top"/too focused on accountability/rush to get it done and lose focus on students.	4				
Overall	**D**: Iowa is becoming more diverse; keep in mind how this challenges the system/educators.	4	1			
Overall	**F**: Include or promote state and/or local flexibility within the plan, equity and/or flexibility in funds.	15	2			
Overall	**GC**: General concern: stress on the system to implement all the things we are implementing/ESSA implementation/assessments that educators have to do.	2	1			
Overall	**O**: Clarifications and/or focus on state law (not applicable)	15				
Overall	**P**: Ensure there is more recess, child-directed play	2				
Overall	**RI**: Support effective reading instruction in schools.	3				
Overall	**SC**: Continue to support small class sizes.	3				
Overall	**SF**: Provide adequate special education funding.	1				
Overall	**SS**: Concern regarding supplement not supplant decisions- use funds as intended.	2				
2	**2.CF**: Establish effective community and/or family engagement/partnerships	6	3			
2	**2.SV:** Include student voice	1				
2	**2.TY**: Thank you for taking the time to host input meetings	5	5			
2	**2.V**: Establish a vision for education in Iowa.	1				
3	**3.C**: General concern about Iowa's outcome assessment and/or the amount of testing required of students	15				
3	**3.E**: Eliminate testing in our schools	1				

Section	Theme	FLT	ISF	WLT	WGP	SGP
3	**3.F**: Concern about funds to support assessments	2				
3	**3.I**: Establish assessments to impact efficacy of instruction for all students	3				
4	**4.A-P**: Establish a proficiency model using Iowa's outcome assessment for accountability purposes.	2	1			
4	**4.A-G**: Establish a growth model using Iowa's outcome assessment for accountability purposes	9	2			
4	**4.A-EC**: Establish measures that include Early Childhood data.		1			
4	**4.ACT**. Establish measures that include ACT, SAT, college and career ready and/or AP.	3	3			
4	**4.G-EL**: General concern about accountability and what this means for subgroups – English Learners.	5				
4	**4.G-SPED**: General concern about accountability and what this means for subgroups – Special Education.	3				
4	**4.NT**: Establish measures that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance).	7	5			
5	**5.PL**: Support effective Professional Learning for educators (regardless of content)	3	2			
5	**5.PL-EC**: Support effective Professional Learning for educators – Early Childhood.		1			
5	**5.PL-EL**: Support effective Professional Learning for Educators – ELL	1				
5	**5.PL-G**: Support effective Professional Learning for educators – Gifted and Talented	6	1			
5	**5.PL-IHE**: Support effective Professional Learning for educators – Institutes of Higher Education.		1			
5	**5.PL-L**: Support effective Professional Learning for educators – Librarians	2	1			
5	**5.PL-R:** Support effective Professional Learning for educators - Reading	1				
5	**5.PL-SE**: Support effective Professional Learning for educators – Special Education.		1			
5	**5.T**: Support our teachers (more planning/collaboration time and/or general comment)	5				
5	**5.TE**: Develop a new teacher evaluation plan or system.	1				
5	**5.QE:** Concern about one test to determine whether an individual can become a teacher or not.	1				
6	**6.AC**: Support all content areas and/or standards across content areas	2	1			
6	**6.AC-CTE**: Support all content areas and/or standards across content areas – Career and Technical Education	1	1			
6	**6.AC-FA**: Support all content areas and/or standards across content areas – Fine Arts	14	1			
6	**6.AC-H**: Support all content areas and/or standards across content areas – Health	3	3			
6	**6.AC-L**: Support all content areas and/or standards across content areas – Languages/World Languages	1				

Section	Theme	FLT	ISF	WLT	WGP	SGP
6	**6.AC-M**: Support all content areas and/or standards across content areas – Music	3	1			
6	**6.AC-PE**: Support all content areas and/or standards across content areas – Physical Education	5	1			
6	**6.AC-S**: Support all content areas and/or standards across content areas – Science	6	1			
6	**6.AC-SS**: Support all content areas and/or standards across content areas – Social Studies	5	1			
6	**6.AC-T**: Support all content areas and/or standards across content areas – Technology	2	1			
6	**6.AP:** Support access to AP courses for students.	1	1			
6	**6.B**: Promote business interactions with schools/students and/or career exploration programs (e.g., tours, visits, career exploration, how to prepare for the workforce)	3	1			
6	**6.BL**: Support bilingual education (in preschool; in school; to support families)	1	1			
6	**6.C**: Promote equity of collaboration among districts across the state to increase instructional opportunities for all students.	1	2			
6	**6.E**: Promote equity of instructional opportunity for all students	2	3			
6	**6.EC**: Support quality Early Childhood/Preschool programs	11	1			
6	**6.G**: Support school counselors, school guidance programs	9	1			
6	**6.E-GT**: Promote equity of instructional opportunity for all students - Gifted and Talented	10	2			
6	**6.L**: Support strong libraries/library programs	22	1			
6	**6.MH**: Support schools/educators to help students/families with social-emotional-behavioral, mental health needs	9	3			
6	**6.N**: Support school nurses	3				
6	**6.R**: Take this opportunity to rethink education completely	1				
6	**6.TL**: Support effective, certified librarians	23	1			

Figure 6 illustrates information in *Table 33. Theme by Section and Stakeholder*. Areas that are most critical to be considered in ESSA Plan development include those areas that are frequently noted within the Fall Listening Tour sessions (frequency of 9 or more), or noted across Fall Listening Tour sessions and Issue-Specific Forums.

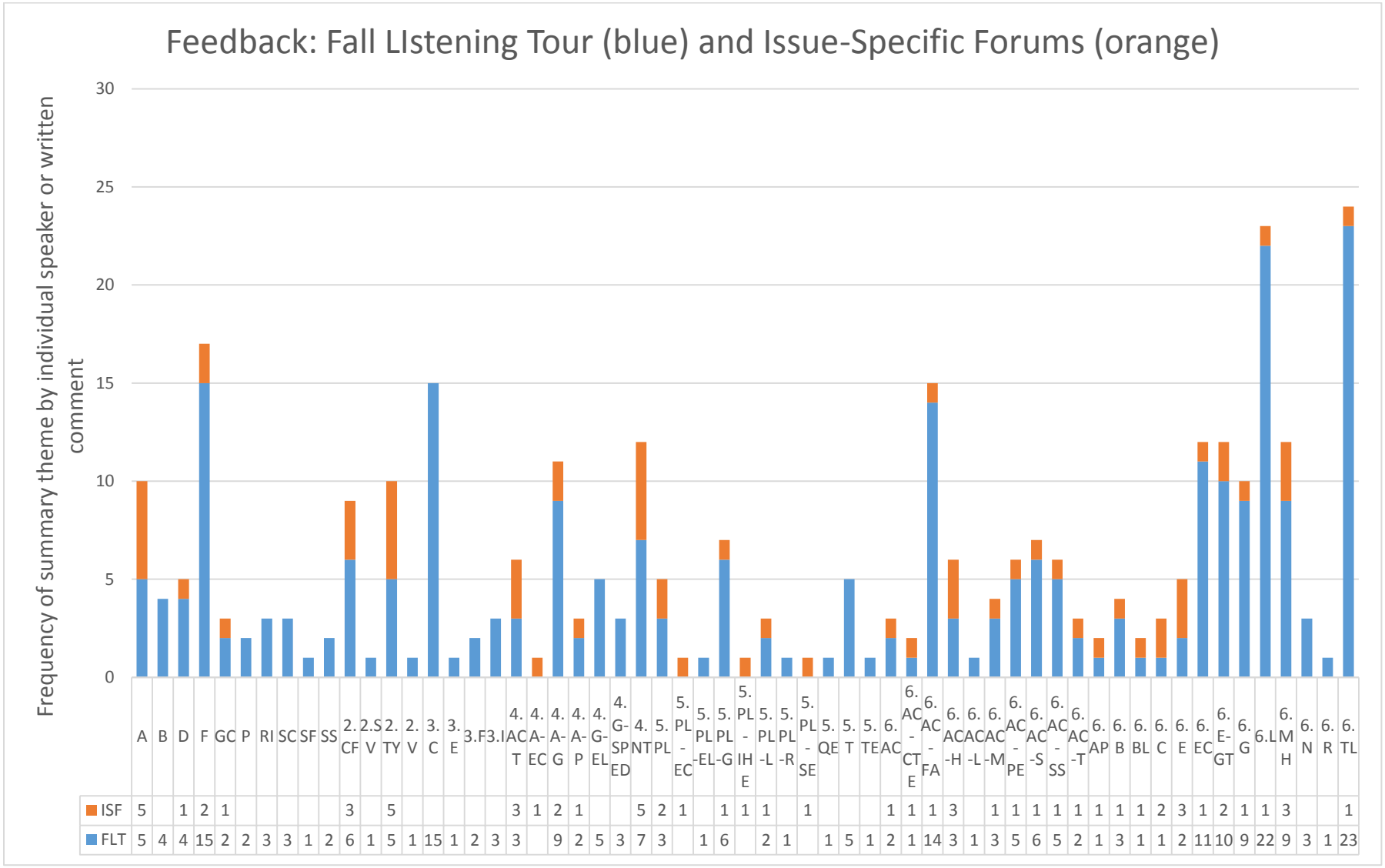


Figure 6. *Frequency of Summary Theme by Meeting Type – Fall Listening Tour (FLT), Issue-Specific Forum (ISF).*

Appendix G

Public and Stakeholder Outreach and Input

• Raw Data and Summary Themes from Stakeholder Meetings: Fall Listening Tour sessions, Issue-Specific Forums and ESSA Advisory •

Raw data across stakeholder meetings is captured in this Appendix. Data were obtained by (1) extensive note-taking to capture individual speaker input, and (2) directly from written comments provided by individual stakeholders. Input from notes (N) and individually written feedback (W) from stakeholder sessions has been analyzed by ESSA Plan section, and summary themes provided for:

1. Nine Fall Listening Tour sessions (*Table 34. FLT Raw Data from Individual Speaker Input and Individual Written Comments, and Summary Themes. (N=Notes; W=Written Comments*)
2. Six Issue-Specific Forums, (*Table 35. ISF Raw Data from Individual Speaker Input and Individual Written Comments, and Summary Themes*), and
3. ESSA Advisory Committee meetings:
   - *Table 36. ESSA Advisory Meeting Dates/Times and Outcomes*
   - *Table 37. Feedback: Section 2-Submission Dates*
   - *Table 38. Feedback: Section 4- Iowa's Unified Differentiated Accountability and Support Model*
   - *Table 39. Feedback: Section 4- Measuring Proficiency using (a) Percent proficient, (b) Average scale score, or (c) Proficiency index.*
   - *Table 40. Feedback: Section 4- Growth Models: (a) Student growth percentile, (b) Value-added model, or (c) No growth for one year.*
   - *Table 41. Feedback: Section 4- Graduation rate (4-year or extended year)*
   - *Table 42. Feedback: Section 4- N Size*
   - *Table 43. Feedback: Section 4-Measures of School Quality and Student Success*
   - *Table 44. Feedback on School Intervention (1) Plan for Support Intervention Support, (2) Three-year cycle of improvement, (3) Resource allocation plan, and (3) Extended Comprehensive School.*

NINE FALL LISTEN TOUR SESSIONS: Raw Data

Table 34. *FLT Raw Data from Individual Speaker Input and Individual Written Comments, and Summary Themes*. (N=Notes; W=Written Comments)

September 26, 2016	**Heartland AEA (Johnston) FALL LISTENING TOUR Session**	**N=30**
Type	**Individual Speaker Input and Individual Written Comments**	**Summary Themes**
N	Has two students at Roosevelt HS in Des Moines. Here to advocate for school libraries and teacher librarians. Studies show presence of a certified school librarian and effective library program has positive impact on all aspects of student achievement. Yet too many schools in Iowa don't have a certified teacher librarian or adequate funding. A matter of equity. My job takes me into school libraries in Iowa and there's a vast difference in library programs and support for school libraries among districts. Many schools with strong programs and teacher librarians teaching research and evaluation skills, while others staffed by associates who can't teach those skills and who rely on book fair or donated materials to stock library shelves. I ask that the Department consider presence of effective school library programs and certified teacher librarians as way to differentiate between schools and this become a fundable intervention. New Title II and Title IV monies are available for library programs as part of ESSA. Is recommending our state set aside a portion of those to support hiring certified teacher librarians and adequate funding for school libraries.	**6.L**: Support strong libraries/library programs **6.TL**: Support effective, certified librarians **5.PL-L**: Support effective Professional Learning for educators – Librarians
N	Advocating that you consider importance of including school librarians and effective school library programs in ESSA implementation plan. Considers her role as critical support person for grade-level classroom staff. Through collaboration on projects related to dictionary usage, research skills, evaluation of print and non-print resources, technology use and implementation, reading comprehension strategies, copyright and plagiarism recognition. In addition to library skills taught, presence only makes students stronger and better. My work as teacher librarian also aligns with Common Core standards. While there's no prescribed library curriculum, my work does support at least a dozen of the reading and the fiction and informational text standards along with research and technology standards our students are working to achieve every day. Consider importance of including teacher librarians and our library programs in ESSA plan**.**	**6.L**: Support strong libraries/library programs **6.TL**: Support effective, certified librarians
N	ESSA does mention school library programs, refers to them in different titles. Definitely the fit into Title I and the block grant and particularly the education technology component is a great place to emphasize those. Key words are about that equity in student achievement and equity in results – that's	**6.L**: Support strong libraries/library programs

	something emphasized within this act and something we're recognizing that states should have control over again. School library programs are key – when you look at teacher efforts to differentiate instruction, personalize learning to meet needs of each student, library program can be pivotal in that. Libraries particularly helpful bridging digital gap/divide. Unfortunately, access many students have in their homes does impact their achievement levels in schools. School library programs and teacher libs can be way to bridge that gap. I have worked with teachers in trying to offer additional support to teachers as teachers integrate technology into classrooms as way to help remediate some of that with students as students come to school with varying access or expertise in different technologies. School librarians also in a unique position with training and staffing in building to reach out to teachers and provide PD and support in integrating technology. When we look at evidence-based acts or the things we want to implement with ESSA in Iowa, many studies show school library programs, adequately funded libraries, school library curriculum and certified teacher librarians can have impact on student achievement across all levels.	**6.TL**: Support effective, certified librarians
N	Here to advocate for 1 in 5 students with dyslexia. What I like that I saw today is proactive approach rather than reactive/punishment model we've seen in past. My questions: How can we create assessments more proactive in providing feedback to provide effective instruction for all students, including those with learning disabilities? And how can ESSA law build effective training for teachers so they can effectively teach our students with learning disabilities or attention issues as well. And how will ESSA law affect early literacy law? How will it change/make it better and build a more proactive approach rather than punishment model.	**3.I**: Establish assessments to impact efficacy of instruction for all students **5.PL-L**: Support effective Professional Learning for educators – Librarians **O**: Clarifications and/or focus on state law
N	Here to invite you to think about and challenge what engagement means vs partnership with parents in community. I see it scattered in there. Is working on grant around family partnership. The more I've read and studied, we have a lot of work to do in Iowa. Have reached out to other states and we're lacking in role of partnership. Challenge you to think deeply – not just families but communities and how we can use those resources to help grow ESSA in a way that's going to be productive way for librarians, special education teachers, for all. It's tricky work and it's a dual framework that the DE at federal level has on website. I would challenge you to go deeper than that as I've read and studied, to include community partners – lots of them.	**2.CF**: Establish effective community and/or family engagement/partnerships

N	High school senior from Johnston, here with his father. Here to talk about the increased cooperation between school districts. Appreciated overview of ESSA. Appreciate the name, ESSA, much more than NCLB. ESSA means to me everybody. There's a broad spectrum of students who need help with basic reading and learning, also students who need access to other opportunities. As students and populations increase in diversity, there's much wider range of academic needs. Is from Johnston, had opportunity to go to Central Academy with IB program, was fantastic. Very challenging. I learned in ways I wouldn't necessarily have learned through AP or more common ways of learning in classrooms. Wants to emphasize importance of school districts/administrators working together outside of just their own district. Plenty of students who don't necessarily have their needs met within own district, but right next to them or two districts away there's a district that has an opportunity. Example: Marine biology at Central Campus. IB program. Waukee APEX. Wide range of opportunities available to students, either not encouraged or limited by policy. Encourage allowing students to have access to opportunities that are open to everybody, but happen to be in different school district. There's wide range of opportunities in different districts that should be open to all students.	**6.E**: Promote equity of instructional opportunity for all students
N	We had an opportunity for both of our kids to go through Central Academy. Older son went AP route. He was academically oriented, that was success to him. He's at Purdue on full scholarship. Central Academy met his needs. We've tried to help other families understand and know these opportunities. (My son) went IB route through Central Academy. Fantastic program. When you talk about accountability, IB has accountability. Exams graded by graders in other cities, not necessarily your teacher. IB program is tough. Central Academy, Central Campus has a lot to offer. When we talk about cooperation among schools, you'd think it would be no brainer. But that's not happening. We proved it could be done. We had to really work hard through the system, and what happens this year? New superintendent and school board in Johnston pass policy that says Johnston seniors who have completed 20 credits, grades 9-12, may take one course at Central Academy. I considered that policy directed straight to my family. It's wrong. We're working to change policy. If someone is operating under delusion that there is cooperation among school districts, sure not happening in Johnston. Keep cooperation among schools in mind and exercise influence on school districts that lose their way.	**6.E**: Promote equity of instructional opportunity for all students **6.C**: Promote equity of collaboration among districts across the state to increase instructional opportunities for all students.
N	83 years old. Used to teach at Des Moines schools and train teachers in how to teach reading way back in 70s. At that time, school reform was really dynamic because we finally started to say that reading was over-emphasized as means of teaching and learning. How many of you think that's true? Raise your hand. Nobody? Helen Keller didn't have to read. Couldn't see, speak, hear. I've been following that theory for a long time, since the 70s. I came across, were having a seminar at schools where I was	**RI**: Support effective reading instruction in schools. **5.T**: Support our teachers (more

	a consultant. Federal project to train teachers on how to teach word recognition skills. At that time, early 70s, teachers were still wedded to their manuals. Project I helped implement was Wisconsin design for reading skills development. Was ahead of its time. We realized teachers had only a single cursory course in reading instruction, most of them, even elem teachers. Lots of times were taught by professors who could not teach them how to teach phonics. I was born in Phillippines. For a long time, Philippines had 6 grades until developed US school system. By the way, Helen Keller's teacher became a genius. If you are ever curious enough to read how she learned to read… This is the 21st century and our teachers are quitting because they are really burned out. One researcher/scholar said, we have to stop this asking teachers to be both educators and babysitters for our society. Right now, we are 100 years behind the times. Sorry to say that all of these years, how many here are classroom teachers? Only two. They are saying best thing we can do is listen to people courageous enough to speak up and say, we have complied with NCLB law that we had no business and people who knew better – 8 years of President Bush and then 7 years, actually up until now with President Obama. That's 16 years of overemphasis. We have to comply – the federal government is asking us to comply for reading, testing for reading and math and I think science. And that tells you that people that are really making the laws -- politicians have no business making laws and they're the ones that control the budgets. If we don't take this opportunity to be flexible … We've got geniuses sitting in our high schools, and they have to sit still and go along. We cannot continue to have one size fits all classrooms. Every single person has talents … Let's protest what we're being made to do. Our teachers deserve to be freed --- can we do that and take time and have a moratorium on implementation of ESSA. They're not even knowing what the policy is, so let's have a moratorium. I belong to ASCD, they do say that we should have moratorium, at least two years. And the tests we have are useless. They are not diagnostic.	planning/collaboration time and/or general comment) **3.E**: Eliminate testing in our schools
N	We're looking at Smarter Balanced. We want to make sure there's a proficiency model and a growth model. We know that kids are already at the 90th percentile, it's hard to grow. We also have kids at lower percentiles, and every student should be able to grow after a year in the classroom – to keep a proficiency model and growth model is important to us. We have a district with ELL students. The growth model is very important to us and a proficiency model.	**4.A-G**: Establish a growth model using Iowa's outcome assessment for accountability purposes **4.A-P**: Establish a proficiency model using Iowa's outcome assessment for accountability purposes.

N	I believe learning is lifelong and opportunity that ESSA provides is fantastic for communities. Want to echo what was said earlier about engagement with community and the non-K-12 audience. Then we all have equal responsibility in making sure every child succeeds. It's not just on K-12 teachers. Second comment is a question: How will Department measure success? That needs to be part of this plan as well. If we don't know where we're going how can we measure to get there. After a while, great becomes good enough and then we need a new great and what does that look like. Devil is in the details. Flexibility was mentioned – I would look toward plan to have element of flexibility as well. NCLB had life of 14 years. We're not same country we were 14 years ago. How will this plan change as nation changes? Last, I strongly believe that democracy rests on educated mass. One way our citizens are educated is through social studies. We know in social studies that many skills students learn in social studies have application across curriculum and later in life. For example, historical inquiry – how to find answers to questions, how to evaluate your sources. Currently, students and Americans are spending as much as 11 hours a day staring at a small screen and then they have to evaluate what's coming through that small screen. Here to advocate that social studies is equal part in this as well.	**2.CF**: Establish effective community and/or family engagement/partnerships **F**: Include or promote state and/or local flexibility within the plan, equity and/or flexibility in funds. **6**.**AC-SS**: Support all content areas and/or standards across content areas – Social Studies
N	Parent. With the new provisions of disaggregation of subgroups and data and with new provision for disaggregation of the advanced performing students in addition to proficient and below, encouraging Department to consider gifted and talented learners and growth and giving them a chance to show what they know and be given opportunities to continue that learning and continue to progress.	**4.A-G**: Establish a growth model using Iowa's outcome assessment for accountability purposes
N	Advocates for social studies. A core discipline that has, fortunately in Iowa, Iowa has held this as a core, but at national level has been sidelined dramatically. Tragic that elementary-level social studies has trickled out of curriculum. If can get there, it's last 15-20 minutes a day. Social studies is so valuable, not just teaching history but social skills, ability to think critically. It's also helpful when we talk about literacy education. The Tier 2 vocabulary, a huge chunk comes in social studies discipline. Focusing on social studies is not only good in terms of building citizenship and critical thinking and problem solving, the global skills and knowledge we need today, but also just good practice in teaching literacy skills.	**6**.**AC-SS**: Support all content areas and/or standards across content areas – Social Studies
W	Research shows that adequately stocked school libraries, professional teacher librarians, and strong library curriculum/programs increase student reading achievement. Libraries are more than a room with books, even though access to a wide variety of literature is imperative to reading success. Teacher librarians and strong library programs teach students valuable research skills such as finding reliable sources, assessing the reliability valuable collaborators in integrating technology into classroom instruction. Teacher librarians also provide valuable professional development	**6.L**: Support strong libraries/library programs **6.TL**: Support effective, certified librarians

	opportunities for teachers. I encourage the Department of Education to include provisions and funding for school libraries and teacher librarians	
W	The opportunity to reduce duplicity in statewide testing and potentially create a system of yearly assessment that does not rely on a single statewide test. The opportunity to set accountability standards based on additional measures (not just student achievement)—specifically college and career readiness and school climate. Consider: The vital role that professional school counselors play in support student growth and achievement both inside and outside if the classroom, especially through the implementation of the ASCA Nahond Model/Mindsets and Behaviors for student success.	**4.NT**: Establish measures that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance). **4.ACT**. Establish measures that include ACT, SAT, college and career ready and/or AP **6.G**: Support school counselors, school guidance programs
W	One of the biggest opportunities we have is to get rid of the over size fits all regulations and requirements. By allowing schools to have flexibility in how they assess students, we will be empowering them to help their students succeed in ways that may be different from other districts. Cooperation among and between districts will provide great opportunities, too. Finally because so many school districts have chosen. Consider: School library programs are critical to providing equity for students in terms of access to information, literature and technology. Studies have repeatedly shown that schools with a certified, effective school librarian have higher student achievement than those without. Schools need a fulltime librarian on site daily—not an associate and not in a "shared among x number of schools" type of situation. You have the potential to make a huge improvement in student achievement by recognizing the importance of school libraries and school to cut library budgets and staffing (to the detriment of their students) including teacher librarians in the Iowa code is so, so important. All students need a fulltime certified teacher librarian in their schools—just as much as they need a school nurse and a guidance counselor. Librarians I hope that you will take advantage of this fantastic opportunity.	**3.C**: General concern about Iowa's outcome assessment and/or the amount of testing required of students **6.C**: Promote equity of collaboration among districts across the state to increase instructional opportunities for all students. **6.L**: Support strong libraries/library programs **6.TL**: Support effective, certified librarians
W	We need to use this opportunity to rebalance K-12 education so that the whole child receives support. In particular, all disciplines need to be included in the curriculum with better equity. Social Studies has been side lined in the federal legislation (NCLB) with an enormously negative effect. Instruction time	**6.AC**: Support all content areas and/or standards across content areas

	at the elementary level has been drastically reduced and scheduled with an attitude of "if we have time." Consider: How can we encourage schools to rethink the structure of the schools and the curriculum to encourage more inter-disciplinary work and to better provide opportunities for real world problem-solving and critical thinking? How can we break down the discipline silos and 7 or 8 period day at the secondary level? Yet the value of Social Studies is significant in numerous ways. At its heart is the development of good citizenship, with the ability to make informed decisions and to engage in Civil dialogue to address issues of the public good. In an increasingly interconnected and interdependent world, the social studies provides the knowledge and skills that will allow our children to be successful in this changing world. And high quality social studies instruction is good for developing literacy skills as well as critical thinking. For example, social studies instruction provides a significant percentage of tier 2 academic vocabulary. To diminish social studies education makes the teaching of literacy more difficult.	**6.AC-SS**: Support all content areas and/or standards across content areas – Social Studies **6.R**: Take this opportunity to rethink education completely
W	Two points associated with ESSA stand out as related to my own experiences as a K-7 teacher librarian: School interventions and standards. In 2013 the National Center for Literacy Education (NCLE) reported that when school librarians are highly involved leaders in their buildings, they play a critical role through consistent and sustained collaboration with other educators. In my work with my K-7 colleagues, I have collaborated with grade-level classroom teachers to work with students on variety of skills: dictionary usage, research skills, evaluation of print and non-print resources, technology usage and implementation, reading comprehension strategies, copyright and plagiarism recognition, and library skills. Also related to school interventions, significant new Title funding is becoming available through ESSA that would, if applied for and put to work by IDOE and AEAs, allow licensed librarians to focus on school improvement not only through this kind of direct student contact but also through professional development for all faculty members on information literacy and resources, instructional technology, and more. Finally, evidence from study after study shows that the presence of an effective school library program and a certified school librarian positively affect all aspects of student achievement. I not only see how my own interventions work related ESSA; indeed, my curriculum directly connects as well. Licensed school librarians like me teach research and evaluation skills every day using both print and non-print resources. Only a centralized, curriculum-aligned school library program with an extensive range of these materials can provide the differentiated and diverse reading and listening environment necessary to achieve the Iowa Core Standards. In my own work, I support grade-level classroom teachers with standards work in these areas:	**6.L**: Support strong libraries/library programs **6.TL**: Support effective, certified librarians

	• Reading and interpreting prose and poetry; reading and interpreting fables, folktales, and myths • Similarities and differences between and among texts • Main ideas and key details • Asking and answering text-dependent questions • Retelling text, including key details • Identifying characters, setting, and major events in text • Comparing and contrasting • Using research-based reading comprehension strategies • Using text features • Interpreting and explaining information • Author and illustrator • Explaining the relationship between illustrations and written text Consider: Because of my own personal experiences as a K-7 teacher librarian, I ask that you consider the importance of including school librarians and effective school library programs in the state's ESSA implementation plain.	

September 27, 2016	**Green Hills AEA (Council Bluffs) FALL LISTENING TOUR Session**	**N=13**
Type	**Individual Speaker Input and Individual Written Comments**	**Summary**
N	Today I sat in on ELL administrative academy, they shared changes for ESSA. One has to do with how long you're an ELL student and how you count in assessments. Can you give us clarification on that? How will the ESSA affect the Iowa School Report Card? We'll use, I hope, the same sense of collaboration and support in re-looking at the Iowa School Report Card.	**O**: Clarifications and/or focus on state law
N	I would strongly support looking into the high school assessment and how we might be able to design that. I think there are a lot of good ideas that could circulate around that. When we say every student succeeds, I think it's time to start looking at students and growth as individuals a instead of groups of students when we talk about how we measure that as a state.	**4.A-G**: Establish a growth model using Iowa's outcome assessment for accountability purposes
N	An elementary teacher librarian for Council Bluffs. Help school librarians realize goals of effective school library programs across Iowa by exploring new and extended sources of federal, state and local funds that have become available through ESSA. Encourage application of money through federal programs like Innovative Approaches to Literacy and new Title II and for monies to encourage	**6.L**: Support strong libraries/library programs **6.TL**: Support effective, certified librarians

	investments in academic programs, technology and services that can be provided through effective school library programs. Also recommending participation in its part of Title IV Part B monies to hire the staff dedicated to supporting school library programs and school librarians, including federal grant applications. In CB and GHAEA, we've lacked funding to appropriately staff school libraries as well as to support a state mandated library program. That's been for over a decade now. Has resulted in near non-existent opportunities for teacher librarians we do have to teach the 21st essential skills through the libraries and to collaborate with classroom teachers to support literacy, inquiry and all the new technologies we see throughout Iowa standards. Pleased to have the specialized instructional support language, including teacher librarians, in ESSA. Hope Department of Education will pave the way for all schools to have effective school library programs.	
N	Teacher librarian at Thomas Jefferson HS in Council Bluffs. As you consider how to implement and measure challenging academic standards, remind you licensed teacher librarians are trained to help students achieve goals of Iowa Core standards. They teach research and evaluation skills every day. We teach students methods to evaluate resources found on internet and guide them to quality resources found on online databases and print sources. Only a centralized curriculum aligned library with extensive range of print and non-print materials can provide resources to achieve the standards. No classroom library can meet needs of a population of students reading from second grade to college level in high schools in several languages. A classroom library would also not be able to provide variety of information sources required by Iowa Core standards. To meet needs of ELL students, many resources must be translated and some students at lower reading levels need information read aloud. Teacher librarians help students use online databases that provide information in many languages and have capability to read information aloud. Providing digital and print resources needed to achieve goals of Iowa Core standards is costly. Urge you to utilize federal title monies to help schools fully realize academic gains of an effective school library program. Title funds would allow teacher librarians to implement challenging academic standards across curriculum.	**6.L**: Support strong libraries/library programs **6.TL**: Support effective, certified librarians
N	Retired gifted and talented teacher and retired Iowa Talented and Gifted board member. Worked hard every year nationally to get gifted written into ESSA. How do you plan to improve the skills of teachers and other school leaders to identify gifted and talented students and provide instruction based on the students' needs?	**3.I**: Establish assessments to impact efficacy of instruction for all students
W	Address dyslexia and the roughly 1 in 5 children who have it. Provide them with Orton-Gillingham based supports. Education is not "one size fits all".	**RI**: Support effective reading instruction in schools.

W	Consider: As you consider how to implement and measure challenging academic standards I would like to remind you that licensed school teacher librarians are trained specifically to help student achieve the goals of the Iowa Core Standards. Teacher librarians teach research and evaluation skill every day. We teach students methods to evaluate the resources found on the internet and centralized, curriculum-aligned library with an extensive range of print and non-print materials can provide the resources to achieve the Iowa Core Standards. No classroom library can meet the needs of a population of students reading from the 2nd grade reading level to college level in several different languages. A classroom library would also not be able to provide the variety of informational sources required by the Iowa Core Standards. To meet the needs of ELL students many resources must be translated to different languages, and some students reading use online data bases that provide information in many language and have the capability to read the information aloud. Consider: Providing the digital and print resources needed to achieve the goals of the Iowa Core Standards is costly. I urge IDOE to utilize federal Title monies like the Innovate Approaches to Literacy grant to help schools fully realize the academic gains of an effective school library program. Title funds will allow teacher librarians to help implement challenging academic standards across the curriculum.	**6.L**: Support strong libraries/library programs **6.TL**: Support effective, certified librarians

October 11, 2016	**Keystone AEA (Elkader) FALL LISTENING TOUR Session**	**N=20**
Type	**Individual Speaker Input and Individual Written Comments**	**Summary**
N	The opportunity to use the Dashboard to put items that we want every district be able to control in our state. A suggestion may be that we guarantee every student have fine arts, preschools or guidance programs in every district. This provides an opportunity for a positive impact on what kids get as opposed to just looking at students as a test score.	**6.AC-FA** : Support all content areas and/or standards across content areas – Fine Arts. **6.EC**: Support quality Early Childhood/Preschool programs **6.G**: Support school counselors, school guidance programs.
N	Concur with previous comment and would add that as we look forward to developing our plan in Iowa, we should ensure that kids are provided with creativity and imagination. Things that we have done historically have been based on a test basis. As Director Wise mentioned national test could be ACT/SAT, however there is ongoing discussions on whether those tests aligned with the Iowa core. Are	**4.NT**: Establish measures that include creativity and/or not typical assessments (e.g., portfolios, performance).

	those tests testing what we teach our kids? I'm intrigued with the portfolio piece of the assessment, thinking way outside the box. If a student could connect with GoDaddy in CR. Every child had a domain name and all their work throughout their school career was posted to a domain name. There would be an electronic piece that could be portable and again would show creativity and imagination. That has yet to be developed. The resources are in place in Iowa for a portfolio. Reading the first statement that talks about inclusive processes that engage various stakeholders both internal and external to reinforce priorities. As we develop our plan for Iowa, I suggest we drill down what is the vision for education in Iowa. We talk all the way around it, we talk about holding accountability to stakeholders, but what is it we want our students to know, what do we want them to be able to do, what do we do if they can't. We need a vision statement… In Iowa I think it would be a bold step if we state we want to differentiate instruction for every child so they can reach their potential……we need a vision and plan of action.	**2.V**: Establish a vision for education in Iowa.
N	She is curious as to how the Early Literacy Implementation Law fits with ESSA and that the discussion touched on trying to reduce the amount of assessment's that are required of students. She attended a Differentiated Accountability training last week and during that training they discussed requiring 4-6 graders to take the FAST assessment and would receive a grade and percentage score and also take the SBAC test. Thinking about the amount of testing placed on younger students specifically 3-6.	**3.C**: General concern about Iowa's outcome assessment and/or the amount of testing required of students **A**: Align ESSA with other efforts in Iowa/state law.
N	Unintentional consequences of NCLB was a dramatic impact on the amount of time going toward science, especially in elementary class rooms as we look at our plan as a state, I hope we take into consideration the impact when we emphasize one or two subjects over others the natural consequence is for those to be marginalized. We talk about creativity and imagination, science is one way and engineering which is important for our new standards for students as well as other subject areas, so as we make our plan I would encourage the state to consider those factors when making decisions.	**6.AC-S**: Support all content areas and/or standards across content areas – Science
N	Agree with the comment regarding Science and would add Social Studies. What we are seeing at the university level, in order for our pre-service educators to get licensed they need to pass the Praxis II test. They are not passing or testing low in certain areas such as the Social Studies. When disaggregating the data we are wondering how much are they getting in HS and elementary school to prepare them. What they take in college are their gen ed. and other contact classes. It's really not	**6.AC-S**: Support all content areas and/or standards across content areas – Science.

	enough for them to successful teach the subject. We need to get the whole picture, so what was said about science is true for social studies.	**6.AC-SS**: Support all content areas and/or standards across content areas – Social Studies.
N	Had the opportunity to teach summer school through the summer reading pilot program. Their students grew from the spring to the fall in that grade level by 20%, which is unheard of. We believe it was due to the continuation in the summer, however the reality of how that was rolled out, what people were paid and the time requirement of the students as well as the bussing, was very challenging. It needs to be equitable. We can't just think about WDSM or Iowa City schools. Transportation is a tremendous cost to small rural schools and it needs to be equitable with larger districts. Transportation is a huge issue and needs to be taken into account for small districts.	**F**: Include or promote state and/or local flexibility within the plan, equity and/or flexibility in funds. **O**: Clarifications and/or focus on state law.
N	What if any action is going to be required of the legislature. Does the plan have to be approved by a certain date? What do we need to advocate to our legislators,	**O**: Clarifications and/or focus on state law.
W	Continued emphasis on student achievement using data, but without punitive measures. NCLB improved our focus on subgroups rather than overall averages and this has good measure achievement of students with disabilities and English Language Learners. Consider: Emphasis on difficult to measure but important 21st Century skills and universal constructs. What action will be required by our legislature and how can we encourage that? Be cautious with the funding implications of changes to Block grants, Title III for rural schools. How do we accurately measure achievement and identify lowest 5% of schools?	**3.C**: General concern about Iowa's outcome assessment and/or the amount of testing required of students **4.NT**: Establish measures that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance).
W	Consider: In our district's visions a piece on the responsibilities of family's <u>needs</u> to be included. Attendance, involvement, etc., etc. This is <u>key</u> to success of all learners.	**4.NT**: Establish measures that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance).
W	Rights for students to be educated as a <u>whole</u> child—fine arts, music, social studies, science, reading, math, 21st Century skills. We will be able to view students as students again instead of just numbers. Consider: Be careful not to over-assess students—I am still concerned about how the ELI legislation, Differentiated Accountability and ESSA will fit together.	**6.AC**: Support all content areas and/or standards across content areas

		A: Align ESSA with other efforts in Iowa/state law.
W	Consider: Make sure that all requirements of the plan are fully funded—no additional mandates that cause further financial issues for schools.	**F**: Include or promote state and/or local flexibility within the plan, equity and/or flexibility in funds.
W	Iowa Tier very frustrating—doesn't work. Consider: Is there any part of this being taught in teacher education programs in colleges. Is standard based grading beneficial to college bound students/ work life? They don't get a second chance in college. On a job—get one chance. PK—is really necessary to progress monitor on a weekly basis—when should they teach. Trust teachers—if they aren't doing what is needed for students—administrators need to have "fierce conversations" on their performance.	**O**: Clarifications and/or focus on state law
October 20, 2016	**Northwest AEA (Sioux City) FALL LISTENING TOUR Session**	**N=27**
Type	**Individual Speaker Input and Individual Written Comments**	**Summary**
N	Excited about stopping so much testing and local control so they can meet the diverse needs across the state. Cutting the red tape will help. Is there a plan for the teacher shortages so teachers are not pulled from their students to sub? Would like more equitable funding so the diverse needs can be met. Unless mental health issues are addressed, the plans won't make a difference.	**3.C**: General concern about Iowa's outcome assessment and/or the amount of testing required of students **5.T**: Support our teachers (more planning/collaboration time and/or general comment) **6.MH**: Support schools/educators to help students/families with social-emotional-behavioral, mental health needs
N	Taught for over 3 decades. Have seen the state take a huge turn that is not good over the last several years. The annual test is expensive and it never impacts the student. As we move forward, the core curriculum has come around but the test does not measure what we teach. Is there a plan to rework the state assessment test? The instrument we are using to determine who is in the 5% doesn't align	**3.C**: General concern about Iowa's outcome assessment and/or the amount of testing required of students

	with what is being taught. Is there a piece being talked about that asks the parents for any kind of commitment? If the parents are not involved, it is tough. We need parent commitment.	**2.CF**: Establish effective community and/or family engagement/partnerships
N	Will there be parent involvement like the district advisory committee prior to the end draft. Equitable access –she has a TAG student and she doesn't feel the TAG services are equitable. Her student gets 1 hour a week total. TAG learners do not get adequate resources. If you compare special needs students and gifted kids, the IEP students get services daily and her student does not get but 1 hour total a week. It would be great if all kids got enrichment services every week. Her child's TAG specialist has a huge case load. Iowa has code for TAG so will there be any funding for TAG now that it is in the state law? 3 schools merged into one and now they don't get Title I or LexiaCore like they were able to at their old school. There are community members that are willing to fund LexiaCore and were told that they do not want to jeopardize the other Title I schools. Would like to see more early childhood programs. District flexible spending authority- will this be included in the plan? She would be willing to participate in giving feedback for this and serving on any state parent advisory committee to provide feedback.	**2.CF**: Establish effective community and/or family engagement/partnerships **6**.**E-GT**: Promote equity of instructional opportunity for all students - Gifted and Talented **6.EC**: Support quality Early Childhood/Preschool programs
N	Hoping this plan can look at student to counselor ratio. Counselors have enormous caseloads. Various organizations have ratio recommendations and Iowa does not. 1 counselor to 450 students in Sioux City. Can something be looked at to help with the numbers.	**6.G**: Support school counselors, school guidance programs
N	Hoping this plan will look at student to counselor rations. Recommend 1 nurse to 750 students. Sioux City has 2100 students to one nurse. Students have chronic issues that take time and want to be able to help them.	**6.G**: Support school counselors, school guidance programs **6.N**: Support school nurses
N	They are trying to make their student future ready and kids need help finding research and there isn't a specialist there to help them. She recommends one certified teacher librarian for every 500 kids so they can support the teachers and students get the students ready for the future. Their services are broad and important and Iowa should put in the ESSA plan to have more teacher librarians.	**6.TL**: Support effective, certified librarians
N	Look at preschool and elementary funding. Class sizes are getting large and would like that to get under control. Need adequate nursing and school counselors that are closer to the recommended ratios from the organization. Let emphasis on the one test but looking at the whole child. Making sure the students have opportunity for various languages, health services, vocational opportunity, and more	**6.EC**: Support quality Early Childhood/Preschool programs **6.TL**: Support effective, certified librarians

	collaboration time for teachers and professional development. Look at the funding formula so resource are distributed more equitable to our poorer districts.	**6.G**: Support school counselors, school guidance programs **F**: Include or promote state and/or local flexibility within the plan, equity and/or flexibility in funds. **5.PL**: Support effective Professional Learning for educators (regardless of content) **6.E**: Promote equity of instructional opportunity for all students
N	Want mental health issues increased, need support in the school systems. Need more counselors, need more TAG services. They get only 2 hours of TAG support so they can grow to their greatest potential. They need the ability to be challenged and often are getting services in a hall way. If the TAG kids are not challenged, their self-esteem goes down.	**6.MH**: Support schools/educators to help students/families with social-emotional-behavioral, mental health needs **6.G**: Support school counselors, school guidance programs Promote equity of instructional opportunity for all students. **6.E-GT**
N	Education for a long time, was a TAG teacher, teacher, El principal, and now a TAG teacher again helping a school that could not find an endorsed teacher. In NCLB, focus on bubble kids, and not on growing all of our kids. The hope is that when Iowa writes the plan, she hopes the TAG kids are not forgotten. Need students prepared to fill our computer science technology jobs predicted in 2020. She has noticed that when she goes to the Iowa Dep. Of Ed stuff, TAG is not a drop down option and she wants the IDOE to recognize the TAG	**6.E-GT**: Promote equity of instructional opportunity for all students - Gifted and Talented

N	She wants to thank us for coming. Fair accountability system needs to be spelled out. The new arrivals are not required to test. She is unclear of what the 2nd and 3rd year out. Clearly spell out the expectation of year 2 and 3 for the new arrivals. She does not want these kids to take any other Iowa assessments for any other purposes. She does not want to put these kids in a position that they will not be successful. She wants latitude at the district level	**2.TY**: Thank you **4.G-EL**: General concern about accountability and what this means for subgroups – English Learners.
N	New national and fine arts standard she would like to see the inclusion of these standards in Iowa. Elementary teachers are responsible for teacher the fine arts in their own classrooms and she would like to see that changed and addressed.	**6**.**AC-FA**: Support all content areas and/or standards across content areas – Fine Arts
W	Parent engagement. Community support. Nutrition-health- afterschool programs for those who need. Nurses in each school. Standardized tests no more than 51% to show growth. Small class sizes especially title and ELL populations. Adequate individual planning time for teachers to meet student needs. Adequate materials, paraprofessional support in classrooms – learning opportunities begin by age 4. Basic skills are part of education need to inspire students' natural curiosity and desire to learn. Consider: Encourage creativity, well-rounded to include arts, PE, and music. More 1 on 1 attention – small class size. School should be place where discovery happens – no bubble test can measure student curiosity. Schools shape children's future must instill life long learners, foster creativity and teach critical thinking skills. As trusted professionals, educators-classroom teachers are best equipped to be at the table to make school and classroom decisions to ensure student success. Too much focus on standard tests – take up valuable learning time. Large class sizes allow students to slip through cracks – dropout or graduate unprepared. Schools in poor communities lack funding and resources needed to teach our children well. Success shouldn't depend on the zip code children live in. Too much focus on reading and math. Need to integrate STEM sciences, critical thinking, problem-solving. Instructional coaches are nice- need to balance with input from classroom teachers – who work daily with student and family needs, mental health issues, etc., Thank you for having a hearing in Sioux City.	**2.CF**: Establish effective community and/or family engagement/ partnerships. **6.N**: Support school nurses. **4.A-G**: Establish a growth model using Iowa's outcome assessment for accountability purposes. **SC**: Continue to support small class sizes. **5.T**: Support our teachers **5.PL**: Support effective Professional Learning for educators **6**.**AC-M**: Support all content areas and/or standards across content areas – Music **6**.**AC-FA**: Support all content areas and/or standards across content areas – Fine Arts

		6.**AC-PE**: Support all content areas and/or standards across content areas – Physical Education **6**.**AC-S**: Support all content areas and/or standards across content areas – Science **F**: Include or promote state and/or local flexibility within the plan, including equity and/or flexibility in funds **2.TY**: Thank you
W	Make TAG a bigger priority for students. Make mental health services available to all students. I have 2 children 2nd grade and 5th grade that have mental health issues that cause the teachers significant time. Our school had a behavior room and that was closed. Yoga should be part of the daily routine. Consider: The TAG program needs to be expanded. Our children's TAG get approx. 2 hours of TAG time. For these kids it is not enough time.	**6**.**E-GT**: Promote equity of instructional opportunity for all students - Gifted and Talented **6.MH**: Support schools/educators to help students/families with social-emotional-behavioral, mental health needs
W	TAG is not a treat. It is TREATMENT. But they are only getting services a small amount of time per week because teachers don't have training – they think these students are set. But they're wasting away during the day in their classes – or causing problems – taking teacher's time away from instruction. THANKFUL teachers get training on sub populations like ELL, sped, poverty – NONE get training on giftedness. USE of Title I funds for giftedness training! So teachers understand the challenges these students face and how to meet their needs. Mental health partnerships further developed! Consider: There is a fine line between TOO much state control and not. I feel like	**6**.**E-GT**: Promote equity of instructional opportunity for all students - Gifted and Talented **5.PL-G**: Support effective Professional Learning for

	sometimes, though, there are people all over the state "recreating the wheel" and doing the SAME work too….So much support from the state as possible. The state of Ohio – is there a reason our state/AEA sites can't be as RICH with resources and support as Ohio's? Maybe there's a good reason, but I feel it would be a much better use of dollars rather than having so many doing the same work. (The teacher librarians: aren't there others trained in the skills that librarian was mentioning? I feel it could be wrapped into teacher training from TLC leaders who are the content experts to get the teachers resources? The test we use….I do wonder if there's a better type of test to use – especially one that doesn't have a cap – can go as high as the student is able)	educators – Gifted and Talented **6.MH**: Support schools/educators to help students/families with social-emotional-behavioral, mental health needs **3.C**: General concern about Iowa's outcome assessment and/or the amount of testing required of students.
W	Moving Title III into Title I. Currently the Title III department at the IADE is the most compliant-based bureaucratic process being imposed on school systems in Iowa. Flexibility in Title III will be welcomed and celebrated. We need to be able to use Title III funds to hire teachers and pay for required testing. Consider: There is a great opportunity before us. The tone of the plan will dictate the response of school districts to the plan. I'm relieved to see there will be flexibility; I hope that actually happens. I would encourage the state to seriously consider including the option for districts to use ACT or SAT tests.	**F**: Include or promote state and/or local flexibility within the plan, including equity and/or flexibility in funds. **4.ACT**. Establish measures that include ACT, SAT and/or AP.
W	Every zip code needs equal funding. Better funding formula – Sioux City has low funding. Too much $ testing costs a lot! Preschool education for all children. Smaller class sizes need to happen – we have 38-39 students – too high. Nurses in every school or with a reasonable and safe ratio. School counselors in every school or at least to the recommended ratio from ASCA 1:250 ratio. Adequate special education funding. Less "over-testing" of our students – more emphasis on whole child education. Consider: Emphasis on: music, art, PE, technology, library science, world language, career and technical education, mental health resources (school counselors, etc). Access to advanced placement classes, meaningful PD and collaboration and opportunities or teacher leadership.	**F**: Include or promote state and/or local flexibility within the plan, including equity and/or flexibility in funds. **6.EC**: Support quality Early Childhood/Preschool programs **SC**: Continue to support small class sizes. **6.N**: Support school nurses **6.G**: Support school counselors, school guidance programs

		SF: Provide adequate special education funding. **3.C**: General concern about Iowa's outcome assessment and/or the amount of testing required of students **5.PL**: Support effective Professional Learning for educators **6.AP:** Support access to AP courses for students. **6.MH**: Support schools/educators to help students/families with social-emotional-behavioral, mental health needs **6.AC-L**: Support all content areas and/or standards across content areas – Languages/World Languages **6.AC-FA**: Support all content areas and/or standards across content areas – Fine Arts **6.AC-PE**: Support all content areas and/or standards across content areas – Physical Education **6.AC-M**: Support all content areas and/or standards across content areas – Music

		6.**AC-T**: Support all content areas and/or standards across content areas – Technology **6**.**AC-CTE**: Support all content areas and/or standards across content areas – Career and Technical Education
W	Equality of funding, instructional/classroom time for all. Curricular-areas and levels of students (sped, TAG, fine arts, differentiated instruction). Inclusion and adoption of Iowa Core Fine Arts. Consider: Student to teacher ration not only in the "regular" / "core area" classrooms but also in the fine arts and exploratory areas. Funding and even support for all "core areas" to include the fine arts areas. Need to look at Iowa Code and providing most qualified instructors and education of fine arts at all levels. Elementary art education by fine arts specialists. STEM-STEAM.	**F**: Include or promote state and/or local flexibility within the plan, including equity and/or flexibility in funds **SC**: Continue to support small class sizes. **6.E**: Promote equity of instructional opportunity for all students. **6**.**AC-FA**: Support all content areas and/or standards across content areas – Fine Arts
W	Including a mandate that every school district in the state of Iowa should have a certified school library media specialist (teacher librarian) for every 500 students to help facilitate 21st century skills and implementing reading, digital citizenship and digital literacy lessons between individual students and through collaboration with classroom teachers. Teacher librarians (certified) are qualified individuals trained to work with technology, reading proficiency, and information skills that educate students to be future ready leaders in the community and yet across our districts in Iowa, the idea that one teacher librarian can serve an entire district (or multiple districts) K-12 just not feasible to positively impact student learning across the board. Consider: Placing more of an emphasis on funding educational positions as requirements for districts rather than grants based on positions that take away from contact time with students. Additionally, funding to upgrade library collections to bring	**6.L**: Support strong libraries/library programs **6.TL**: Support effective, certified librarians

	them up from an average of 14-19 years old. When students nowadays want the newest series and topics to read about and our non-fiction (true fact) books have information that may be up to 20 years old when new innovations are occurring in 5 year spans – we need government funding/grants to help fill those gaps and update our library collections to meet the needs of today's technology savvy students. To provide funding tied to using teacher librarians (certified) to providing professional development support to other faculty/staff thus utilizing a resource for students and staff two-fold.	
W	The biggest opportunities definitely has to include that ESSA gives back control to the states that NCLB took away. NCLB clearly has affected a change that put the focus on struggling students, while other areas have been ignored. ESSA – says success for all students! I am so happy to see that it did not ignore populations such as gifted and talented, fair is not always equal – all students deserve to have school be a place of learning – this includes those whose needs are different. Help teachers learn to differentiate better! Success is different for diverse needs. Consider: Please do not add undue expenses to under-funded schools or undue stress on teachers. The STEM initiative is good in intent, but crazy in cost of materials and difficulties in getting it to students. First tech challenge (for example) puts a price tag so high on everything that even grants can't touch it. Liked the "practical, reasonable, doable"! Iowa DE does not even have TAG listed at the top tool bar as a choice! Please do not ignore the needs of the population! Mental health – counselors – are needed for elementary. So I hope that the DE will value what can not be tested. Too often noticed parents equated TAG to pullout (1 hour a week or 2 weeks). Pullout is only part of TAG programming. Training and PD will increase teachers' awareness and abilities to formatively assess and provide appropriate educational learning for all students. FAST shows those who are advanced – good to see the focus on this as well and not just those proficient as formerly. Social skills and fine arts could not be (?} where they were valued in NCLB and the core. Also, creative thinking and problem-solving are essential as a part of the plan. Computer science is essential to be emphasized in planning.	**6.E-GT**: Promote equity of instructional opportunity for all students - Gifted and Talented **5.PL-G**: Support effective Professional Learning for educators – Gifted and Talented **6.AC-S**: Support all content areas and/or standards across content areas – Science **6.AC-FA**: Support all content areas and/or standards across content areas – Fine Arts **6.MH**: Support schools/educators to help students/families with social-emotional-behavioral, mental health needs

October 25, 2016	**Mississippi Bend AEA (Bettendorf) FALL LISTENING TOUR Session**	**N=19**
Type	**Individual Speaker Input and Individual Written Comments**	**Summary**
N	Specifically concerned Gifted and Talented and the funding related to Title 1 as articulated in ESSA. He is especially concerned with the funding for SES GT kids. Addressed using creative measures for these	**4.A-G**: Establish a growth model using Iowa's outcome

	students to determine growth rather than traditional assessments. Addressed using Title ll funds for GT professional development. Teachers need to know how to serve these students within the classroom. Providing the teachers with the resources they need for this group of students in the classroom to help them be successful.	assessment for accountability purposes **4.NT**: Establish measures that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance). **5.PL-G**: Support effective Professional Learning for educators – Gifted and Talented **6**.**E-GT**: Promote equity of instructional opportunity for all students - Gifted and Talented
N	Social Studies in Iowa is important curriculum related to ESSA. It is the best way for students to understand the changes around the world. High level of SS taught is essential to a free society. Students learn through practice about informed choices and well-rounded 21st century curriculum. SS has been neglected in curriculum across the country. There have not been rigorous standards implemented, and as a result American students are lagging behind other countries. We are not preparing them appropriately for a global society. SS teaches ethical judgement, cultural skills, prepares students for CCC life. It provides a well-rounded education.	**6**.**AC-SS**: Support all content areas and/or standards across content areas – Social Studies
N	The importance of the school librarian as they focus on reading, tech skills, etc. Strong library programs instill better skills for students going to college. Consider this as you develop ESSA plans.	**6.L**: Support strong libraries/library programs
N	Curious about Early Childhood as mentioned in presentation and what that will look like moving forward. Referenced EC program and Shared Visions as currently implemented in Iowa and how this will impact	**O**: Clarifications and/or focus on state law
N	In the old assessments, we've looked at each grade rather than the comparison of each child learns from 3rd to 4th. Encouraged to look at the growth model when developing ESSA	**4.A-G**: Establish a growth model using Iowa's outcome assessment for accountability purposes

N	Ceiling effect of traditional assessments for GT students. Encouraged more investigations into alternative assessment for GT students.	**4.A-G**: Establish a growth model using Iowa's outcome assessment for accountability purposes
W	Educational Media Consultant and former School Librarian for 33 years. I'm here to encourage the Department of Education to include funding for teacher librarians and school library programs in your ESSA Implementation Plan. I believe funding these positions and programs will help Iowa students by preparing them for employment and college. Teacher Librarians enrich the learning experiences of students by knowing how to select resources and implement their use. Teacher Librarians work with teachers to plan curriculum and deliver instructional units. When schools have full time to collaborate with teachers, and to promote the joy of reading. Teacher Librarians are instructors that help integrate technology, teach research skills, instruct in the evaluation of resources, and select appropriate materials for library collections that best meet the needs of their schools. They encourage reading in a variety of ways which include displays of books, reading contests, and reading advisory as they help students find books. School with strong school library programs have students who are better prepared for college and the work force. That is why I encourage you to look at new and extended sources of federal money. This could come by including federal funds—including Title II and Title IV monies for libraries—in you ESSA Implementation Plan. Consider: I'm asking that you please consider this as you develop your plans.	**6.L**: Support strong libraries/library programs **6.TL**: Support effective, certified librarians
W	Early childhood: more specifically those things—High quality early childhood programs with highly qualified teachers who are skilled interventionist. EL monies being accessible to Early Childhood programs who demonstrate need with data. Equitable early childhood access to all stakeholders across the state. Adequate funding for school districts to administer high quality assessments that inform instruction and intervention steps. Consider: EL support that is explicit and not "lost" in Title I and Title III and Title I "merge". Support of "true implementation" of MTSS to meet ALL learners' needs through strong universal instruction, challenging intervention for all (From a medial to extension and in between) and intensive intervention in literacy, numeracy, and behavior.	**6.EC**: Support quality Early Childhood/Preschool programs **3.F**: Concern about funds to support assessments **3.I**: Establish assessments to impact efficacy of instruction for all students **4.G-EL**: General concern about accountability and what this means for subgroups – English Learners.

W	ESSA includes the "arts" as a component of a well-rounded education. Would this not be a great time for Iowa to adopt the National Core Arts Standards released in 2014?	**6.AC-FA**: Support all content areas and/or standards across content areas – Fine Arts
W	My thoughts go to STEM, technology importance, funds for AEA's to support LEA's. How does Smarter Balanced Assessment come into ESSA? Consider: I think to the Iowa TIER program and having funds available to fully support this initiative and other new opportunities.	**6.AC-S**: Support all content areas and/or standards across content areas – Science **6.AC-T**: Support all content areas and/or standards across content areas – Technology **O**: Clarifications and/or focus on state law

October 26, 2016	**Prairie Lakes AEA (Storm Lake) FALL LISTENING TOUR Session**	**N=10**
Type	**Individual Speaker Input and Individual Written Comments**	**Summary**
N	School libraries have a unique place; aware over the last two decades that studies show that if you have a certified librarian and program that students achieve better; consider the equity provided to all students to use some of these funds so that all students are provided what a school librarian can offer. Some of the books in libraries were purchased during President Johnson's admin. Need quality library media program. Given the opportunity that many of our districts do not have, if we support teacher librarians and programs it will support student achievement.	**6.L**: Support strong libraries/library programs **6.TL**: Support effective, certified librarians
N	Concerned about the whole picture of ESSA – but I live Title III every day; I think merging I and III is a great idea, but are concerned about what this looks like – we want the most highly qualified teachers for each of these populations; we need to stay on the path of having the expertise that is needed with ELL or Title I students so that students are successful. Need to have the criteria that support high expectations for those students.	**4.G-EL**: General concern about accountability and what this means for subgroups – English Learners. **5.PL-EL**: Support effective Professional Learning for Educators - ELL

N	Continue to get more knowledge of ESSA; passionate about students that struggle – special education students, those who take alternate assessment and how we help them transition after HS. Need to ensure that subgroups are provided the funding necessary to be successful.	**4.G-SPED**: General concern about accountability and what this means for subgroups – Special Education.
N	Teaching for 20 years; reading is my thing; last year I found out my daughter has dyslexia; we need to teach preservice educators prior to them coming into the field – teach them about phonics before they get into the classroom and not try to figure it out once they are there. Teach the teachers in college and make it mandatory before they actually teach.	**5.PL-R:** Support effective Professional Learning for educators – Reading **RI**: Support effective reading instruction in schools.
N	Teacher librarian K-12; Was advocacy chair for school librarians – at that time HF 472 signed into law re: sharing of teacher librarians….funds were not adequate to support this….for many districts there is one teacher librarian per district. Research indicates overwhelming efficacy of full time librarian in a school for students; in re: literacy, who is fighting the good fight for students to gain a love of literacy. Equity is a goal…some say that public libraries can fill this gap, but not everyone walks into the public libraries. Though we no longer require sharing of librarians by law, the damage is done and districts continue to share them. Is the state legislature compelled to cooperate? The state interaction is an important piece; ESSA doesn't change state law. State law is in place and we might revisit this, but state law doesn't go away with ESSA. Gifted education – wasn't addressed anywhere – for every $30 we spend on sped, we spend a penny on gifted education – and these are the people who will change the world; on the board of Iowa Student Learning Institute – there are so many students that are engaged in education, where is the student voice on this? TAG – we have an issue-specific forum on this; we also have TAG reps join ESSA Advisory, and we have a student rep on the ESSA Advisory as well.	**6.L**: Support strong libraries/library programs **6.TL**: Support effective, certified librarians **6.E-GT**: Promote equity of instructional opportunity for all students - Gifted and Talented
N	Iowa work force board – member of this – testing program. Third graders that don't make the requirements will be retained; very concerned about retention. Glad this will not be implemented until 2017; teachers are loaded with changes that are happening; hope that the IDOE will do everything they can to take into consideration the needs of this community and what they need to do to get to the students; concern about loading so much information in such a short period of time in the school system. What you said about testing….smarter balanced – so many states going away from this	**GC**: General concern about how much stress is on the system to implement all the things we are implementing/ESSA implementation/the number

	because of failure of the system and the cost is so much greater – when you say the lowest 5%, how are we assessing those and addressing the 5%? Thank you for coming out and taking the input.	of things/assessments that educators have to do. **2.TY**: Thank you
N	Echo appreciate you coming; as you develop ESSA, think about that Iowa is becoming more diverse, we need to keep that in mind the needs and the challenges and the legislation and the plan have to match that because we aren't going to be the same today as we are 10 years from now; praxis test is stopping a lot of nontraditional, second language teachers from becoming teachers….seems like there are ways around every other issue with the exception of the praxis test, so think about this – goes against that one test should dictate whether someone should have an opportunity.	**2.TY**: Thank you **D**: Iowa is becoming more diverse; keep in mind how this challenges the system/educators. **5.QE:** Concern about one test to determine whether an individual can become a teacher or not.
W	Remember Iowa is not monolithic. We're not all Waukee or West Des Moines. Get Student Voice Involved.	**D**: Iowa is becoming more diverse; keep in mind how this challenges the system/educators. **2.SV:** Include student voice

November 2, 2016	**Grant Wood AEA (Cedar Rapids) FALL LISTENING TOUR Session**	**N=50**
Type	**Individual Speaker Input and Individual Written Comments**	**Summary**
N	Recommendations for ESSA: 1) accountability: acknowledges differentiation between schools that uses library programs as part of the solution, effective library programs and help close gaps. Acknowledge and integrated library programs into the program. Want to learn more about the work teams.	**6.L**: Support strong libraries/library programs
N	Encouraged the consideration of creativity in fine arts in all content areas in the plan	**6.AC-FA**: Support all content areas and/or standards across content areas – Fine Arts
N	Sped student have transition goals and work goals need to be essential. Thinking about those students and goals. Employability skills for special education students…..	**4.G-SPED**: General concern about accountability and what this means for subgroups – Special Education.

		6.B: Promote business interactions with schools/students and/or career exploration programs (e.g., tours, visits, career exploration for students, how to prepare for the workforce)
N	Given some thoughts on the advisory committee. When you do testing audit. Time lost to prep for test, to learning about tests, monitor, pre-test, post-test, data analysis. Students very upset and vomiting on test days because of the pressure. Need to look at the comprehensive loss of student days due to testing. Need to take these into account in ESSA	**3.C**: General concern about Iowa's outcome assessment and/or the amount of testing required of students
N	Statement of Highly qualified teacher librarians work in early childhood. A potential solution to close gaps. Teacher librarians – teaching preschool. 73 percent work with early childhood learners. Should consider librarians as part of the solution. Joint professional learning programs.	**6.TL**: Support effective, certified librarians
N	Support of strong library programs. Work with ESSA. Benefits of a strong program for proficiency in reading. Places where public library does not exist in the community but does exist in school. Level the playing field by looking at proven solution. Qualified teacher librarians as part of the program	**6.L**: Support strong libraries/library programs **6.TL**: Support effective, certified librarians
N	Flexibility and local control. Must encourage these. Define what you are tight on and what is flexible and can be left up to the local district.	**F**: Include or promote state and/or local flexibility within the plan, equity and/or flexibility in funds.
N	You said you want to think bold but say hold steady. Equity of results or outcomes. When looking at SES. What additional programs? High spending for students who are struggling. Will we be turning down federal program dollars?	**O**: Clarifications and/or focus on state law
N	Happy preschool is part of ESSA. Concerns that early childhood. How will ECI be part of the solution? How will the grant be done? Is early childhood part of the solution? Children funding is piecemeal. This is a disruption because funding streams are piecemeal. When funding runs what happens to our most vulnerable?	**6.EC**: Support quality Early Childhood/Preschool programs **F**: Include or promote state and/or local flexibility within

		the plan, equity and/or flexibility in funds.
N	Federal policy must look at the whole child. Not just look at our state tests. Progress monitoring. Number of tests made me hate teaching. Made my students want to cry. 3 times a year. 1.5 hours or more. 30 percent of students are below benchmark. So 1/3 of my class are monitors each week. Too often and need more instructional time. Recess – 1 recess as day. Need more recess. Other schools are increasing recess for whole child growth. Kinder - Child directed play need to be part of these program. Need to be sure out state plan have centers for at least 60 minutes? Not just a test score but look at the whole child which ESSA allow us to	**3.C**: General concern about Iowa's outcome assessment and/or the amount of testing required of students **P**: Ensure there is more recess, child-directed play
N	Agree with statements about including the fine arts in the ESSA plan. Need to make sure that teachers are Pk-12 representative. Needs are different than high schools.	**6**.**AC-FA**: Support all content areas and/or standards across content areas – Fine Arts
N	Speak out for the arts. K-8 programs have short periods. 30 minute classes. Want to be part of the Iowa Core	**6**.**AC-FA**: Support all content areas and/or standards across content areas – Fine Arts
N	Make sure the state take their time and not rush to get a plan in place. Daughter has been left behind. Make sure you do consider what is best for the student. State needs to this to go down to the teacher level. Teachers know these students best. Not someone sitting at Grant Wood or someone sitting in Des Moines who does not know my daughter. Get more parents involved. No Child Left Behind is crazy. The gap for my daughter is getting wider as she moves to middle school. If the schools do not get the assistance they need. Schools are business. Schools are not going to spend the resources to get the services they need. Parents need to take on the economic burden to get her through life. School system in the state is missing the mark.	**2.CF**: Establish effective community and/or family engagement/partnerships **5.T**: Support our teachers **B**: Caution to not make the plan too big/like "Race to the top"/too focused on accountability/rush to get it done and lose focus on students.
N	Great rise in student with behavior issues and mental health issues in the state. Teachers getting bitten, hit, etc. Conflict in philosophy in quality instructions. I want to be effective but the reality is that there are kids that have difficulty functioning in a classroom setting. This is disruptive for other students. Lack of social opportunity. Kids do not have the opportunity to learn to resolve conflict. Can	**6.MH**: Support schools/educators to help students/families with social-

	be learned on the playground. When I was a kid. Kindergarten was 2.5 hours, 2 times a week. I was successful. Point is I found success. 5 year old children who are supposed to sit all day every day. 1 recess for 20 minute per day. What a shame. Would see decrease if they had more social opportunity. Pushing little kids too hard. Sad we are not looking at what is developmentally appropriate.	emotional-behavioral, mental health needs **P**: Ensure there is more recess, child-directed play
N	We have lost so much in education in NCLB. With narrow focus on assessment. This is not what we need in the 21st century. Expand on assessment to look at the whole child. Need to assess imagination, social-emotional. Lost a generation of students to NCLB. How can we assess and monitor to develop the whole child?	**4.NT**: Establish measures that include creativity and/or not typical assessments (e.g., portfolios, performance).
W	Consider: I work with businesses to assist them in meeting their employment needs. The universal feedback I receive regardless of industry or occupation is that the young workforce lacks the soft skills necessary to be successful workers, to include big punctual, effective communication and conflict resolution in recess at an early age likely is a contribution factor among other factors. Also, it appears teachers and administrators are only interested in students going onto 4 year degree programs. I know firsthand there are a number of actions there are post-secondary that are not 4 year degree programs that pay more and under far less debt. Teachers need to have more exposure to local businesses through tours and have businesses come speak to their students. If we are looking at the total child, we need to help them decide which path is best for them rather than feel like they need to meet a "metric".	**6.B**: Promote business interactions with schools/students and/or career exploration programs (e.g., tours, visits, career exploration for students, how to prepare for the workforce)
W	Issue focus—English learners: Consider Low assessment results in large districts can tend to penalize large districts. Districts with large numbers of immigrants/refugees need more time to help students gain English proficiency before scores from these sub-groups should be included in accountability reports. A big issue is the universal screener—FAST for students who are just learning English. These kids are naturally "in the RED" which means time and effort is wasted as these kids are put in intervention groups. Please consider allowing districts at least a year or two before ELLs need phonics interventions. It doesn't make sense. Interventions tied to FAST—one measure—has resulted in students setting in drill/kill phonics interventions. Students need time to READ. I support more librarian/arts focuses. Another result of unrealistic results on assessments for ELLs is that these students are often evaluated for special many times ELL representation on the Advisory Committee.	**4.G-EL**: General concern about accountability and what this means for subgroups – English Learners. **O**: Clarifications and/or focus on state law **6.L**: Support strong libraries/library programs **6.AC-FA**: Support all content areas and/or standards

	Consider funding and support for ELLs in preschool. Consider many ELLs—especially refugees who consider to arrive—have PTSD and suffer from other trauma. Districts need supports in meeting those needs. Social/emotional distress impedes learning—another reason why many ELLs need more time. Time to acculturate, learn the language Plus content. Let's be reasonable and logical about expecting too much too soon. We want high expectations for all students but ELLs need more time to meet standards. Allow students more time. Allow teachers more time to help them with worrying about test scores. Our district has spent endless hours developing a Corrective Action Plan based on issues we can't correct: The fact that language learning takes time; the population is mobile; we are testing the same kids each year.	across content areas – Fine Arts **GC**: General concern about how much stress is on the system to implement all the things we are implementing/ESSA implementation/the number of things/assessments that educators have to do. **6.EC**: Support quality Early Childhood/Preschool programs (specifically for ELL) **6.MH**: Support schools/educators to help students/families with social-emotional-behavioral, mental health needs (specifically for ELL)
W	Consider: "Level the playing field." If this is one of the fundamental purposes of the ESSA, I encourage the Iowa Department of Education to look at the School Library—its instructional program resources (print in digital), its services—and its impact on the academic culture of the school. School districts should be held accountable for enhancing Library programs, and provided resources to in act their enhancements to create and maintain library programs (staffing, resources, and services). Grade schools have good school libraries. Grade school library program support and enhance good teaching and deepened learning.	**6.L**: Support strong libraries/library programs **6.TL**: Support effective, certified librarians
W	1. Decrease the amount of progress monitoring time per week and return instructional time. 2. Truly build a dashboard of success that includes fine arts, vo-tech, and technology aptitudes and involvement. Consider: More teacher input to plan—As said often, we know the students best, next to parents. Our voice should be larger And make sure a balance of Pre-K—12th staff.	**O**: Clarifications and/or focus on state law **5.T**: Support our teachers (more

	Our elementary loses 1 ½ hours every week due to across the board intervention in reading. What we really need is more funding for reading specialists to focus effort on the students who need it, so the 1 ½ hours go back to general instruction.	planning/collaboration time and/or general comment)
W	Foundation of language is a predictor of later academic achievement. English—only instruction for preschool students can lead to a "language with" and the state, need/should embrace the idea of bilingual preschools, as all Spanish preschools. Recruit in state with a high percentage of bilingual for teachers? ie. Florida, California, Texas. There are bilingual educators and we need to bring them to Iowa. Our State is becoming more linguistically diverse, and we need to be reaching appropriately. Consider: One in five students in the US speaks a language other than English at home. The state of Iowa is increasingly diverse. There seems to be resistant force whenever the idea of wide-spread bilingualism is presented. There is ample research that shows benefits of bilingualism… to continue to be educational leaders in this country, the state of Iowa should consider "being present" at the table of bilingual education/ bilingual considerations ie, magnet schools for bilingualism would attract monolingual English families in addition to Spanish/ of the language minority families. Many more multilingual teachers also decreases over identification in special education, fosters global citizenship.	**6.BL**: Support bilingual education (in preschool; in school; to support families)
W	As an educator, I would LOVE to see Iowa modernize its special education services. I've worked grade 9-12 with Special Education in MD, VA, and DC and IA. Most states measure IEP goals on more than a Jamestown reader and "math probes." We use common/Iowa Core—why aren't they used in IEP goals to measure growth in these skills-base and areas? Would an option for the district/LEAs for more flexibility impact this? Consider: Concerning the block grants, is the state considering guidelines for how it is used? In particular, so that schools use the funding to maximize impact to a broad base of standards rather than privilege the brightest (such as diverting dollars to more AP classes)? How will the state handles the state movement away from funding public education towards limiting dollars for public schools? Along with antiquate and funding models?	**4.G-SPED**: General concern about accountability and what this means for subgroups – Special Education. (specifically, ensure IEP is linked to Iowa Core) **O**: Clarifications and/or focus on state law
W	It is important to educate the whole child. Creativity needs to be cultivated along with the academic. The Fine Arts are so necessary. It facilitates learning in core areas as well as making social opportunities and activity for the students. Consider: Cross-Curricular planning. Less testing required. Encourage multiple career opportunities and let kids enjoy school.	**3.C**: General concern about Iowa's outcome assessment and/or the amount of testing required of students **6.AC-FA**: Support all content areas and/or standards

		across content areas – Fine Arts
W	Supplemental education resources are already well developed for students who need extra support and resource at lower levels. There are many TAG and ELP programs in place though not well supported in some schools. Having advanced course work available at the MS, HS, levels allowing and encouraging students with the passion and drive to excel. Many of these programs are scarce. Theatre, Drama, Fine Arts and Music meet the needs of these high level thinkers and creating problem solves. We need more counselors in schools. Mindfulness in education needs effective education for low SES. Consider: Mandated time at elementary—secondary levels required grade Iowa Core. K-12 certified Art Educators Many of our K-8 art teachers struggle with large classes and short class times. Small budgets and little support. AEI would love to see Iowa Core added to DOE, however we worry that it is impossible to implement any core standards/curriculum (Guidance Counselors) successfully with only 30 days of art in 30 minute classes. Possibly establish recommendations for contact time with fine arts classes. Students are lacking in problem solving skills, creative thinking and process. The fine arts teach these skills in a way that "core" subjects do not. To be self-guiding and have the intrinsic value to persist to create and present high quality work is a skill our students and culture are lacking. They need less time in front of a computer more time hands on. Without the answers given to them.	**6.AC-FA**: Support all content areas and/or standards across content areas – Fine Arts **6.G**: Support school counselors, school guidance programs **6.AC-M**: Support all content areas and/or standards across content areas – Music
W	Please consider creating robust community focused career exploration programs that focus on soft skill development and career preparedness. We have an opportunity to educate the next generation on potential, creative job options. Consider: Students with disabilities should be linked with at least 1 paid employment opportunity before graduation. Without these experiences guided by classroom instruction students are not as successful.	**6.B**: Promote business interactions with schools/students and/or career exploration programs (e.g., tours, visits, career exploration for students, how to prepare for the workforce)
W	Encourage creativity in all content areas. We do not need a creativity class but do need teachers in content areas to be creative and encourage students to think "outside the box". Consider: There is no "silver bullet" for education. But there are as many ways as we can think of to achieve the same thing.	**D**: Iowa is becoming more diverse; keep in mind how this challenges the system/educators.

	And every student is different and each comes from a variety of different back grounds and cultures. The school board member just talked about what is important. Right on!	
November 7, 2016	**Great Prairie AEA (Ottumwa) FALL LISTENING TOUR Session**	**N=33**
Type	**Individual Speaker Input and Individual Written Comments**	**Summary**
N	The PE program and health has been neglected since NCLB. Iowa does not have PE standards so no accountability. See this as a big opportunity to increase accountability and to help students with their physical well-being. This should be included in the state plan.	**6.AC-PE**: Support all content areas and/or standards across content areas – Physical Education **6.AC-H**: Support all content areas and/or standards across content areas – Health
N	Arts suffered during NCLB also. Think about dealing with every child to have a good strong arts program. Good PK programs and we need to look at that also because NCLB did not look at that also. Parents as Teachers is a great program. It offers hope for people can have in those tough schools with lots of diversity. ADD and dyslexia are big areas of need. Really need to help those kids and use strategies that work towards helping them. Lab School of Washington DC is a great school and look at Finley in Des Moines and they show what the power of the arts can do for kids. If we really want to make a difference for kids need to look at incorporating the arts.	**6.AC-FA**: Support all content areas and/or standards across content areas – Fine Arts **6.EC**: Support quality Early Childhood/Preschool programs
N	Next Generation for Science coming up and everyone's idea made it in so it is huge. Wants to caution us in making this plan too big!	**B**: Caution to not make the plan too big/like "Race to the top"/too focused on accountability/rush to get it done and lose focus on students.
N	Advocating for the TAG kids because they have been overlooked. Trying to have a rep at every meeting. Title II state plans must address PD for TAG kids, and it may provide support to identifying TAG kids. They spend most of their time in regular ed classes and these teachers do not have any training in addressing the needs of TAG kids. Title I funds can be used to serve TAG kids and they may be used to identify and serve under populations, which includes TAG. Must disaggregate all subgroups.	**5.PL-G**: Support effective Professional Learning for educators – Gifted and Talented

		6.**E-GT**: Promote equity of instructional opportunity for all students - Gifted and Talented
N	The change from looking at schools as failing to looking at safety nets and supports. Funding becomes a problem if we switch to Smarter balanced. We have heard from interest groups and he would hate to have a plan that boxes schools in to some things without having funding to back it.	**3.F**: Concern about funds to support assessments
N	Hoping the state fights the supplement vs. supplant proposed regs so dollars are used where they are supposed to be spent.	**SS**: Concern regarding supplement not supplant decisions- use funds as intended.
N	Very excited about the opportunities for TAG kids because they have been overlooked. She wants the TAG kids to be a part of the disaggregated groups so they can see if there is growth. She wants more PD for regular education teachers in dealing adequately with TAG kids.	**5.PL-G**: Support effective Professional Learning for educators – Gifted and Talented
W	To ensure that local boards are not united by the plan to have local control. To ensure that title finds are supplemental intent and not supplant. We need to ensure dollars are used to target our population in every building. Consider: Part of the plan <u>should</u> include revising the teacher evaluation plan. Please consider using Danielson Framework and provide training. Especially because of the assessment component. The current teacher evaluation plan is not fostering better instruction. We need targets that are more definitive	**F**: Include or promote state and/or local flexibility within the plan, equity and/or flexibility in funds. **SS**: Concern regarding supplement not supplant decisions- use funds as intended. **5.TE**: Develop a new teacher evaluation plan or system.
W	The opportunity to use Title I and Title II funding for Gifted students! Title II <u>MUST</u> use dollars to address Gifted Students! Ensure districts are adhering to the funding requirement/regulations for GT. Consider: How is it possible/acceptable for Gifted Coordinators to have <u>NO</u> training or experience to oversee and make decisions for GT programs?? <u>This should be required</u>! <u>QUIT IGNORING OUR HIGHEST ABILITY STUDENTS</u>!!	**6**.**E-GT**: Promote equity of instructional opportunity for all students - Gifted and Talented **5.PL-G**: Support effective Professional Learning for

		educators – Gifted and Talented
W	Make sure ESSA does not turn out like "Race to the Top". Continue to keep track of all stakeholders allowed to give MORE than "input" or "comment" Consider: Flexibility when attempting to meet standards, such as NGSS.	**F**: Include or promote state and/or local flexibility within the plan, equity and/or flexibility in funds. **B**: Caution to not make the plan too big/like "Race to the top"/too focused on accountability/rush to get it done and lose focus on students.
W	Move beyond the factory model of education. Don't rely solely on standardized testing. Customize education to kids, not fitting kids into boxes.	**B**: Caution to not make the plan too big/like "Race to the top"/too focused on accountability/rush to get it done and lose focus on students. **3.C**: General concern about Iowa's outcome assessment and/or the amount of testing required of students

November 9, 2016	**267 AEA (Cedar Falls) FALL LISTENING TOUR Session**	**N=85**
Type	**Individual Speaker Input and Individual Written Comments**	**Summary**
N	Shared 2 districts four buildings. Services cut. Who will do: Literacy, text, internet literacy, text complexity, diverse collection, unjam the printer. Research Elem schools w/certified teacher librarian higher on assessments. Fits accountability, stds, EC, finance, other plans. Fully funded teacher librarians in all elementary schools. Master's degree. Specialized training to raise critical learning, raise technology, collaboration, positive digital citizens. Champion reading and nurturing curiosity. Thanks for coming to CF and involving. T/Ls are ready to help.	**2.TY**: Thank you **6.L**: Support strong libraries/library programs **6.TL**: Support effective, certified librarians

N	UNI trains T/Ls for 40+ years. Teacher librarian is more than a clerk. Partner in instruction. Resource specialists. At all grade levels, across the district. Inhibited by lack of policy. Glad that T/Ls are part of ESSA.	**6.TL**: Support effective, certified librarians
N	Use effective teacher librarian programs as part of accountability. Keep the spirit of having a certified teacher librarian. Will help with achievement, closing gaps, CCR. Keep qualified T/Ls as part of ESSA	**6.L**: Support strong libraries/library programs **6.TL**: Support effective, certified librarians
N	What is the expected impact? 9 ed reform efforts in 27 years. None work. What is the expectation for ESSA and achievement?	**O**: Clarifications and/or focus on state law
N	Statute 121.73 attendance centers rather than school buildings. Can you describe a process to get information from a school building to prepare school report card?	**O**: Clarifications and/or focus on state law
N	Healthy students are better learning. Whole child. Safe/healthy, drug prevention, PE, bullying and harassment. We are interested in whether ESSA will support mandatory health and increasing mandatory PE, leading to increased healthy behavior and increased academic success.	**6.AC-PE**: Support all content areas and/or standards across content areas – Physical Education **6.AC-H**: Support all content areas and/or standards across content areas – Health
N	Don't appear to be high levels of sanctions. Local schools - an opportunity to develop plans locally and to recognize local context and how DE can support LEA/AEA work.	**F**: Include or promote state and/or local flexibility within the plan, equity and/or flexibility in funds.
N	Aware of SBAC on PSEO, higher ed. Avoid establishing cut scores immediately due to newness of SBAC. 3 grade retention. Recognition to state testing levels = not an approach for ELs or supported in literature. SWVPP. Recognition for preschool funding, as well as ELs and preschool. High quality digital content for all students. Differentiation for reading and math. HQT and HQ paras. Problematic. Biligual paras is as beneficial as traditional HQ para. Reducing frequency of science testing & local measures aligned to Next Gen SS in off-years. Graduated levels of proficiency and growth SBAC/subgroups. One year grace period is not effective. Focus on growth	**3.C**: General concern about Iowa's outcome assessment and/or the amount of testing required of students **4.G-EL**: General concern about accountability and what this means for

		subgroups – English Learners. **4.A-G**: Establish a growth model using Iowa's outcome assessment for accountability purposes
N	Appreciate reduced focus on Focus on early literacy: 3 grade is too late per research. We are playing catchup and the gap is growing. What part will ELI-3 Grade Retention play in ESSA.	**O**: Clarifications and/or focus on state law
N	NCLB did a good job of raising equity bar but narrowed curriculum. Not joyful, effective, developmentally appropriate teaching. Give us a chance to be more than test scores and tell a wholistic story about our school community.	**3.C**: General concern about Iowa's outcome assessment and/or the amount of testing required of students
N	How does ESSA fit with TLC. Let's think about PD and how we are going to roll that out. IHEs partner with AEAs? Aligned collaborative plan to improve performance of lowest 5%. Go beyond evidence-based to research-based whenever possible. Reading Recovery. Also, we can't wait until 3 grade.	**A**: Align ESSA with other efforts in Iowa/state law.
N	Prioritize public preschools. Students (1) can't afford or (2) SWVPP spot = a gap that grows.	**6.EC**: Support quality Early Childhood/Preschool programs
N	What additional supports will be available to transition from NCLB to ESSA?	**O**: Clarifications and/or focus on state law
N	Appreciates flexibility to achieve goals. Encourages task force to point out inconsistencies in current law and bring forth to legislature. Help drop-outs maintain success	**F**: Include or promote state and/or local flexibility within the plan, equity and/or flexibility in funds. **A**: Align ESSA with other efforts in Iowa/state law.
N	Student supports, health supports. School counselors bring a different perspective.	**6.AC-H**: Support all content areas and/or standards across content areas – Health

		6.G: Support school counselors, school guidance programs
W	Link current initiatives to ESSA; Provide continued support and guidance to the local districts to implement quality programs.	**A**: Align ESSA with other efforts in Iowa/state law.
W	Difference in child learning cycle, i.e., one child learns slower than another child; Give LEAs more control; Develop a model for districts to consider in planning; Assistance team from DOE for use by school districts; Consider: Diversity, gender non-bias on test, poverty effects on students, ways for DOE to share positive plans that work, Ease of working plans by districts; is this an avenue to close more Iowa schools?	**F**: Include or promote state and/or local flexibility within the plan, equity and/or flexibility in funds. **D**: Iowa is becoming more diverse; keep in mind how this challenges the system/educators.
W	Consider impact of Smarter Balanced proficiency "cut scores" on Senior Year Plus and PSEO from an equity standpoint; Early Childhood, fund SWVPP at weighted levels to recognize needs of FRL students and ELs; Focus on evidence based not merely research-based; Summer/B and ASP-greater access to 21CCLC programming for students; Implications of high quality content available digitally to support all students; Consider: Value of bilingual paras in addition to highly qualified standard definitions, Recognition of need for graduated levels of growth/proficiency in ELA and Math for ELs over FIVE years (like the funding stream) vs ONE year "grace period"; Reduce frequency of science testing for students and use local performance-based measures aligned to NG?SS in off-years.	**3.C**: General concern about Iowa's outcome assessment and/or the amount of testing required of students **6.EC**: Support quality Early Childhood/Preschool programs **4.A-G**: Establish a growth model using Iowa's outcome assessment for accountability purposes **4.A-P**: Establish a proficiency model using Iowa's outcome assessment for accountability purposes. **6.E**: Promote equity of instructional opportunity for all students

		4.NT: Establish measures that include creativity and/or not typical assessments
W	Expose children to renewable energy workforce through STEM programs; Multicultural education – literacy and social studies should encompass this; Don't remove staff – more professional development to low performing schools; Funding and more teachers for early literacy; Create more preschools; Consider: Definitely decrease testing, use the ACT in high schools.	**6.AC-S**: Support all content areas and/or standards across content areas – Science **3.C**: General concern about Iowa's outcome assessment and/or the amount of testing required of students **4.ACT**. Establish measures that include ACT, SAT and/or AP. **6.EC**: Support quality Early Childhood/Preschool programs
W	Healthy students are better learners – period! ESSA addresses the whole child "well-rounded" authorizing activities to support safe and healthy students with: Drug and Violence programs, mental health services, activities to support a health active lifestyle, including physical education, activities to help prevent bullying and harassment. Consider: Help students adopt and maintain healthy behaviors, thus increasing academic success, consideration must be given to mandatory health choices PK-12 taught by certified faculty and increased mandatory physical education courses PK-12 taught by certified faculty.	**6.AC-PE**: Support all content areas and/or standards across content areas – Physical Education **6.AC-H**: Support all content areas and/or standards across content areas – Health **6.MH**: Support schools/educators to help students/families with social-emotional-behavioral, mental health needs

W	We have the opportunity to support and extend the learning success and passions of every student in every school by articulating a requirement for there to be a fulltime certified teacher librarian and a well-resourced library in every building. Teacher librarians are experts at differentiation and individualized learning, They can provide resources to assist ELLearners, the previously left behind gifted students, and those seeking experiences to support their inquiry-driven passions. Libraries represent equity as they serve everyone. Consider: School libraries need direct and specific representation at the DE. We have much leadership within the profession and higher education and would like this to carry through to the Department of Education.	**6.L**: Support strong libraries/library programs **6.TL**: Support effective, certified librarians
W	Iowa should embrace the opportunity to include certified school librarians as you design an ESSA plan. Teacher librarians are not clerks. They are teachers and instructional partners who serve early childhood through college readiness programs. They are teacher leaders who co-plan, co-teach and most importantly provide curriculum aligned resources. When a teacher needs model texts to teach first grade writing, teacher librarians provide this. When a teacher needs novels and authoritative online articles to teach about the Civil War including the Southern perspective, teacher librarians provide this. They also provide district-wide programming for reading promotion and technology integration. These are reading promotion and technology integration. These are inhibited only by lack of policy and professional teacher librarian staffing. Consider: School library programs must have representation at the DE level that would help to integrate programming for literacy and technology PK-12 in all subject areas. A teacher librarian support group works to lead teacher librarians in state issues but would benefit from a direct connection at the DE.	**6.L**: Support strong libraries/library programs **6.TL**: Support effective, certified librarians

SIX ISSUE-SPECIFIC FORUMS: Raw Data

Table 35. *ISF Raw Data from Individual Speaker Input and Individual Written Comments, and Summary Themes*.

November 30, 2016	**School Librarians**	**N=10**
Discussion Notes and Individual Written Comments		**Summary**
• Equity - as our librarian numbers are shrinking, the equity of services are becoming more variable. One librarian serving more than one building. Iowa ESSA needs to include accountability policies that talk about library services as a driver for addressing disparity across students; that librarians help to bridge the achievement gap. School libraries are linked to improved standardized reading scores. • We can show you the research and how we address disparities • There has been a lot of teacher roles that have come forward that are redundant with the librarians role; so tech integration and so on, you already have this person in buildings • Without some teeth - some shalls - there's only so much money and we all know that - somehow we need to keep trying to help admins understand I met with an admin who was struggling as he would have to give up the school librarians because there were some parents who came in and said we need ag classes….but because he had nothing to fall back on to say here I have these resources to help kids, he had no way to combat this. Do you know how many admins do not know this exists? So many do not know…..somehow we need to this is important enough that it's in our code. • 2226 - develop and enhance library programs; when you parse it out and say Title I will provide this and Title IV will provide this - it creates inequity. The grant application needs to include multiple programs; by law, i have to be on your school improvement team. How do school librarians get to all the school improvement team meetings if they serve 30 buildings which is what some have on their plates - this doesn't say full time, it just says "a school librarian" must be on the school improvement team and supts make these decisions. And we are required to teach - its shalls in Iowa Code. We have too many buildings, not enough support, and no funds. How do I do my job if I don't have these things - it's on the books - we get checked off but there is no accountability for what we do and schools aren't held accountable for supporting school librarians. Tech integrationists are being hired, or paras, or secretaries, so that they don't have to hire school librarians and they aren't certified. • We have done a lot of work for schools to understand what school librarians can do and what. • You have a healthy ecosystem here in Iowa - the more you can mention the value of school librarians then the more they will be valued. So please mention school librarians. Please provide some exemplars - you can	**5.PL-L**: Support effective Professional Learning for educators – Librarians **6.L**: Support strong libraries/library programs **6.TL**: Support effective, certified librarians **4.NT**: Establish measures that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance). Not typical = access to certified teacher librarians and library programs. **A**: Align ESSA with other efforts in Iowa/state law. **F**: Include or promote state and/or local flexibility within the plan, equity and/or flexibility in funds. Details on how teacher librarians/libraries may be reflected either in the ESSA Plan or as we go forward

do this with school librarians/libraries. Certainly you may have staff who can do this, but we can help. School librarians can provide those personalized learning environments and we are prepared to do that for every school in Iowa; we have a seat at the school level conversations, and district conversations and as you provided us at the state level as well. • We are organized to provide presentations and information - but we are all siloed in schools so we tried to go to other's meetings (e.g., content areas, tech, etc). • Grassroots organization in our state - there is no point at which to bring what we decide on - where do we bring that? When libraries or librarians are unnamed, then the resources fall away from supporting them - it becomes invisible. • We just updated the public library standards; we have the experience doing these things; this is an opportune time to update the standards/guidelines. We don't have a ton of capacity, we are reviewing and current strategic plan and trying to develop it for submission, but perhaps we could fit this into our plan. Not exactly sure what it would take to move it beyond but we could incorporate this into our work. • There is a group that may not involve the DE or the state who could update the guidelines - but then once it is done, do we hand this over to someone to review it and bless it? • Admins are awesome; we train people as licensed teachers and leaders and admins are supportive, but you have to understand the supt just look at the pots of money and there are no pots that have a label of teacher librarian on it. Wherever the language can reflect the value of teacher librarians, that would be helpful. Model text to teach reading skills; books to understand students with disabilities or different cultures; history teachers want to teach in a different way - all these people turn to librarians to help with this. • We don't want to just be named - ESSA names us - we want to be part of the shalls like in Iowa Code	with guidance and technical assistance: • Make a focus on teacher librarians/library programs a requirement within ESSA. • Research indicates a direct link between effective library programs and certified librarians and increased student outcomes. • Provide clarification of the role of teacher librarians, and the utility of services and supports within the district. • School to Teacher Librarian ratio is out of balance and needs to be rectified to increase impact on student outcomes. • Provide exemplars for districts regarding the role and best practices of teacher librarians. • Partner with librarian associations to revise and support library standards and guidelines.
Written comments from the group: • Linkage between IAC Ch12.3(12) and ESSA. Consider: The value of school librarians and teacher librarians as a collaborative member/part of the implementation of ESSA will result in improved student outcomes. • All schools need funded certified teacher librarians and programs in each building for equity purposes. There currently is a lot of inequity between urban and rural schools, which ultimately impacts reading abilities in all content areas. We need to be specifically stated in the ESSA language. LEA's need to be accountable for having these programs. Consider: Remember that certified teacher librarians have the training and access to help all students, all staff, and all programs. By funding full-time certified teacher librarians and programs, you'll get more bang for your buck!	

• School librarians are essential to student achievement. LEAs need to gain a better understanding of this impact. How to help LEAs understand that teacher librarians have leadership, tech integration, and PD all rolled into one. How do we hold LEAs accountable. Consider: Including accountability with LEAs in regard to ESSA. • Identify certified librarians as teacher leaders. Adopt accountability policies and processes that utilize effective school library programs and school librarians as drivers for success. Consider the absence or presence of effective school library programs, certified school librarians, and "current, relevant library collections" (print and digital) as a way to differentiate between schools, and provide support for programs and positions as a fundable intervention Include teacher librarians as specialized instructional staff that offer personalized learning experiences for all and impacting the whole child. Consider: Update school library guidelines. Title I-School librarians and access to effective school library programs impact student achievement, digital literacy skills and school climate/culture. Title II, Part A-School librarians have their learning with other professionals when they attend conferences and workshops, applying the benefits of new techniques, strategies, and technologies to the entire district. Title II, Part B, Subpart 1-School librarians are uniquely suited to lead the effort in applying for competitive grants because of their expertise and access to strong professional learning networks. Title IV, Part A-School librarians increase access to personalized, vigorous learning experiences supported by technology, allowing equitable resources for all students. Title IV, Part B-Expanded library services have a positive impact on student learning and engagement.	

December 1, 2016	**Gifted and Talented**	**N=6**
Discussion Notes and Individual Written Comments		**Summary**
• Opportunity and optimism are words that you used that I am drawn to - how we reach down to the districts to support the range of students; Accountability and assessment are opportunities; Title II and professional development is our focus. • Title II focus also is what jumped out for me; opportunities lies in professional development for teachers; I provided a year- long PD for my colleagues in middle school and empowered my colleagues to do something different as they had the tools to do so; there is huge potential in this - pullout programs don't work for gifted and talented, as teachers then are off the hook for serving these kids. • Differentiation for gifted and talented is not 40 minutes a week; it's ongoing • Teachers coming and those there awhile don't get the proper education that they need; I understand this is a larger issue with universities, but it's become our responsibility now - but what can happen with this is		**5.PL-G**: Support effective Professional Learning for educators – Gifted and Talented **6.E-GT**: Promote equity of instructional opportunity for all students - Gifted and Talented **4.A-G**: Establish a growth model using Iowa's outcome

turning this into a shall piece and require districts to require this education piece to occur in an ongoing way; I want all teachers in my building to know how to work with gifted students; kids aren't gifted for just 40 minutes a week, they are gifted all the time; we have gifted students in all areas not just in affluent families, but in under-represented populations; the talent in ELL pops is astounding; What you can do as a state - we need to set the bumpers in place so the individual districts can worm their way out of serving gifted and talented students • Perhaps we should do a universal screening for gifted and talented to identify those students; • PD - we've done stand alone PD, but that's one and done and doesn't make a difference - we need a better integration of this; what does MTSS look like for gifted and talented; if smarter balanced is used, what does this look like. • This is my 18th year in gifted - I'm assigned to several buildings; I've seen highly structured PD that works; but I'm one person but I serve 60 to 120 students, but there is power all around me if I share knowledge and it takes a village, so by providing PD, I'm building capacity in all my classes; I'm on an MTSS committee and we talk about all students across the continuum and plan for all kids. • PD and support is a struggle everywhere; we might have a half time person in a building; so we have to share the knowledge so that everyone is empowered • MTSS and smarter balanced - make sure all students are represented - so how do you identify the top 10%? • If you don't make things into the bumper guards, then districts will interpret that as that they can say no to the mays; the more you put in there for districts to do, they will do it; they will find the loophole; the most important thing is that we are the people working with the kids and superintendents are not…... • Trying to strike a balance here - people felt that they couldn't sneeze unless it was in the law when NCLB was established; so I understand there needs to be some local control so they can do things on their own - if the DE says above level testing is a good thing, then at least that provides permission to districts to do this…..no one said you couldn't, but no one said you could, so districts will just not do it - so you do have to strike a balance between shalls and mays • When we talk about subgroups - what the DE has done, edinsight growth reports are powerful; teachers find it powerful to sort this report and find growth for students; shift the idea from a standard to growth - so if our accountability measures are growth focused rather than standard-focused this will be more equitable for all children	assessment for accountability purposes **4.A-P**: Establish a proficiency model using Iowa's outcome assessment for accountability purposes. **4.ACT**. Establish measures that include ACT, SAT, college and career ready and/or AP. **A**: Align ESSA with other efforts in Iowa/state law. **F**: Include or promote state and/or local flexibility within the plan, equity and/or flexibility in funds. **6.E**: Promote equity of instructional opportunity for all students **2.TY**: Thank you Details on how gifted and talented may be reflected either in the ESSA Plan or as we go forward with guidance and technical assistance: • Make a focus on gifted and talented a requirement within ESSA. • Support development of quality professional

• Unless the state tells them what to do, districts will not do it; I can take an acceleration plan to my district and I'm just the mom with the plan, but if the state says you need to have a plan, then I'm seen in a different light; • This comes back to PD - comes away from compliance behavior to best practice • When we go ahead and not have it dictated that it becomes that our hands are tied -but if there isn't direction provided to them, then they aren't going to do it because there isn't enough direction given to them; it becomes an easier task to get more done; we need to pair the shall of PD for identification and serving TAG that we have a universal screener to identify kids; • Rural vs Urban equity problem - accessibility for dual credit - we might be able to think about AP consortuims for CTE options, and perhaps we can do the same thing with advanced course options too • Accountability; the new Fordum Report and High Achievers; how can we better keep track of TAG students whether it's an identifier or…..we have requested to have TAG as a subgroup; this is an opportunity to recognize TAG as a group because it says we recognize these students, we recognize these teachers, and so on; even though we aren't required to do so maybe this is one of the ways we can rethink how we do things. School quality and student success indicators; make sure TAG are always part of these indicators; how widely used is acceleration; access to AP courses doesn't give you enough detail about what those courses are; what access to advanced coursework; how much PD is being offered. How many students are participating in TAG programs; but these data aren't highlighted at the state level, so if we could ensure these data are collected that would provide us more leverage. • A subgroup moves us from a label to a subgroup that we serve that we can monitor and follow over time. • We have geographical giftedness; and we have giftedness in the arts, and not in an academic area - so identifying as a subgroup might be a challenge. • When we say a subgroup, what can we actually do, because in Iowa code there are five areas that you may identify TAG, but you don't have to and some districts only use one of the areas because of not enough resources.	learning in gifted and talented that is provided statewide and supported within universities. • Gifted and Talented educator to student ratio is out of balance and needs to be rectified to increase impact on student success. • Provide exemplars for districts regarding the role and best practices differentiation for gifted and talented populations. • Define gifted and talented as a subgroup for reporting and accountability purposes.

December 6, 2016	**School Counselors**	**N=16**
Discussion Notes and Individual Written Comments		**Summary**
• There is a lot of intertwining of things; legislation focused on 8-12, but we also need to focus on K-7 grade. I would hope the focus would entail K-7 as well, not just 8-12. • More supports; don't leave off elementary and the role that they play - even the transition section was more focused on HS.		**A**: Align ESSA with other efforts in Iowa/state law.

• From EL to MS, this is the most problematic transition area - research indicates this is the hardest transition in school. • MH and SEB learning and how crucial it is for EL to MS to be prepared for the transition, and MS-HS. • Safe and Healthy - K-12 counselors do a lot with this; if our students are mentally, physically, emotionally healthy, they aren't going to be engaged. • The child goign through crisis is important, but that teacher and classroom also going through this as well and they need support. • Sharing counselors only one for 600 kids - this makes services tough. • Some schools do not have school counselors at all. • MH - double-edge sword, you become type-cast as the MH expert and then you don't see all the kids in your school - you only see 10% of kids - but school counseling encompasses so much more. • Not our role to be a therapist all day long - that's not our role; Administrator guide that articulates our role helps admins see what our role is in the school; advocate for appropriate and not appropriate use of school counselors - we need a diversity of appropriate roles. • Evaluators are not taught how to evaluate school counselors on their own standards - they are evaluated using the teaching standards. • I was evaluated last year and was told - we will just make the evaluation fit - but this doesn't help me in my role to become a better professional. • Differentiated PD for school counselors would be a good thing; a lot of PD in schools doesn't apply to me. • We need PD that is equitable across the state; there is not a lot of options via AEA PD Online. • ISEA and safe schools is being used a lot by counselors. • Sometimes teachers mentor counselors which is not great; but counselors are not funded for mentoring so we have to find our own funding to do this. • They aren't included in TLC, but they are evaluated on the same standards - about 40% of counselors have teaching licenses and this is declining because it's not a requirement to be a school counselor. If the school report cards go to things that are instructionally based, then the funds will not make it to other things; so the measures within accountability would be important. • This is all so intertwined - if admins understand our role, and the student-counselor ratios are, that would help us. • Trauma informed care, suicide, MH, these are important measures to think about…..HS graduation rate - but we have a gap between finishing HS and post-secondary enrollment; even if they go to post-secondary,	**2.CF**: Establish effective community and/or family engagement/partnerships **4.NT**: Establish measures that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance). **4.ACT**. Establish measures that include ACT, SAT, college and career ready and/or AP. **6.G**: Support school counselors, school guidance programs **6.AP:** Support access to AP courses for students. **6.AC-H**: Support all content areas and/or standards across content areas – Health **6.MH**: Support schools/educators to help students/families with social-emotional-behavioral, mental health needs. **2.TY**: Thank you **6.B**: Promote business interactions with schools/students and/or career exploration programs (e.g., tours, visits, career exploration for students, how to prepare for the workforce)

they have to take developmental classes, and less than half stay and those that do on average take 3.5 years for a 2 year degree for community colleges; if we aren't accountable to post-secondary, then we are going to just get the kid the number of hours they need to graduate and not what it takes to continue on. • How do counselors get information out to all kids in the time that we have instead of the 90 min we have 2x a year; if they don't show up to the meeting, I struggle to get the other 297 kids I have to see; how do we spread out the work across our team? That all students piece is a challenge right now. • If you improve your school counseling programs by……then you will get…..(idea for ESSA plan) so that we can study where the benefit is. • IL tweeted their ESSA plan; their supts put together a college and career ready definition that will be part of the ESSA plan - we have that definition so don't know if that could be part of the plan. Include a definition of what a school counselor is would be helpful….so it's not lumped in with everyone else. Help to frame SEB in the academic program - they aren't separate - they are readiness skills as well. What's best for Iowa's kids - HS is too late - we need to have this support in EL. • We forget about SEB in HS; SEB needs to start earlier and go longer - these are tied together and in HS it's not just about college and career ready. • How can we make school counseling a shall and not a may; it's already in code but schools still choose not to attend to this; we serve kids PK-12 but our license is K-12. • Along with ratios; we need funding for districts to purchase curriculum; teachers don't beg for math or reading curriculum; but we have to beg for curriculum - how can we help districts understand this value. SEB and Career standards within the Iowa Core. • What can all of our kids get? We have some counselors that have two entire districts; some counselors serve a couple of schools; maybe ESSA can help us determine that counselors can do some of this work within ESSA - use it as an opportunity. Start with the definition that we have, and then we put standards to it, and that helps us know when a student is college and career ready, and then follow-up with exemplars. • What does college and career ready look like in 1st grade? The come to school 90% of the time….in MS? In HS? We need to determine this as a state. State model for accountability for what CCR looks like in elementary would be good. Being able to refer to MH services is a very good idea. *Written comments from the group*: • Social/Emotional Learning programs – support at elementary and MS levels. Career counseling K-12. School Counselor: Student ratios. Access to post-secondary planning, PSEO courses/concurrent enrollment courses, CTE pathways. Equitable.	Details on how school counselors/guidance may be reflected either in the ESSA Plan or as we go forward with guidance and technical assistance: • Make a focus on counselors(ing)/guidance a requirement within ESSA. • Develop a mentor/leader model that is effective for school counselors. • Include definitions of the following in the plan: Clarify college and career ready, school counselors • School counselor to student ratio is out of balance and needs to be rectified to increase impact on student success. • Provide exemplars for districts regarding the role and best practices of

• Include elementary in transitions in all aspects. Mental health, Bullying. Access to elementary. Define difference as of mental health and school counselors. Appropriate ratio/standards. Appropriate mentoring and differentiated PD. Post-secondary. • Thank you for inviting us. • Increased career counseling at PK-12 levels. Transition support for elementary-middle school transition. If counseling staffing happens at the LEA level, where does the funding come from? Trauma informed care training for educators. Required social-emotional instruction by teachers. Definition of 'school counselor' in the code. Citizenship and Employability Rubrics/Scales – state defined and used to report student success. DMPS has a rubric, but not tied to standards. • Ideas for required measures: Social-Emotional Learning performance assessment results; School Climate survey results; Attendance (Chronic Absenteeism Advisory council just released recommendation); counselor-student ratio; parent/teacher conference attendance…link the work of school counselors to these outcomes. Thanks for the opportunity! • Career and college counseling is important…the quality systems that help us help students cost quite a bit with no funding attached. Please continue to include us in discussions, we are thankful of this opportunity. School-counselor/student ratio ideally 1:250 so we can support the whole child. Opportunities (funding) specifically for counselors as well as PD such as trauma informed care for teachers. • Please don't lose sight of the important/critical role that elementary counselors have in supporting all students, career, academic and social-emotional development. K-5 is the foundation and elementary schools often have the worst counselor to student ratios. Here we have schools where elementary counselor-student ratios are 1:610 or more. More clear role definition of school counselors, including appropriate vs not appropriate responsibilities – seeing it as an equal to academics and not an add on. State funding for 1st and 2nd year counselors to be mentored by another counselor (not teacher). Only counselors with teaching licenses qualify for TLC funding. We need this for counselor-mentors who don't have teaching licenses. Thank you for this opportunity! I look forward to more conversations on this as we move forward.	school counseling/guidance. • Highlight the need for equity and quality of counseling/guidance from preschool through graduation, including transitions across grades/buildings

December 8, 2016	**Well-Rounded Education**	**N=15**
Discussion Notes and Individual Written Comments		**Summary**
• Accountability will be expanded; a shall should be participation in and access to well-rounded subjects as perhaps a measure • Faculty engagement, student engagement and etc could be part of the accountability measures as well?		**2.TY**: Thank you **D**: Iowa is becoming more diverse; keep in mind how

• We report data that aren't part of accountability, right? As PE, we might be interested in a statewide accountability indicator - e.g., how active are kids during the week; do kids have access to health courses; if the state could obtain these data this would be helpful • Research indicates that access to PE and fine arts promotes student engagement in learning, schools, community; so this is an important aspect of our meeting today to discuss what those indicators are at a state level • Connecticut has 12 indicators of successful schools for students - and included are the arts and music. • Case study - 100% FRL; been part of the turnaround arts program for the past 5 years; ongoing gallup poll that measures student/educator engagement scored the highest in the district and is the driving factor in their success. • Schools have flexibility to do what they need; but there are differences in resources that schools have; the programs that have been left out are going to continue to be left out; we don't want to have to compete against other areas for resources; will be standardize content areas in the future like PE? How can we standardize so that PE, Health, Music, Art - so that they aren't left out • But will this be part of the plan - will you put all the content standards and the review cycle as part of the submission? • We are happy to be part of the well-rounded definition - but we don't want to have to compete against one another - who is more vocal in your school district….it's who has the most advocacy behind them - we don't want to lose the well-rounded piece as it's all those areas. • How does the state say to these districts like, you have 3 of the areas in well-rounded but you left out these other 15….so to help districts understand the purpose of well-rounded. • How often do districts have to submit these plans? How flexible are these plans and what's the length of time - can districts work together to work on some of the aspects of ESSA? And how is information shared among districts so that if something is working how will we know? • Area of opportunity - resource inequities piece...does this also mean course inequities. • Looking at professional learning imbalance; fine arts and PE are the only people who are district-wide; when I talk about ESSA and PD, I get blank stares as they are just trying to survive - but PD is important and wondering if the focus on PD could be shared across districts, and wonder if PD monies could be rotated across content areas so that the most vocal aren't the ones who always get the money • Unintended consequences - sometimes kids who have the most needs get pulled out of the well-rounded subjects and wonder if that practice could be changed.	this challenges the system/educators. **4.NT**: Establish measures that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance). **5.PL**: Support effective Professional Learning for educators **6.E**: Promote equity of instructional opportunity for all students **6.AC-SS**: Support all content areas and/or standards across content areas – Social Studies **6.AC-FA**: Support all content areas and/or standards across content areas – Fine Arts **6.AC-PE**: Support all content areas and/or standards across content areas – Physical Education **6.AC-H**: Support all content areas and/or standards across content areas – Health **6.AC-M**: Support all content areas and/or standards across content areas – Music

• There is tremendous opportunity - esp at elementary you can combine content areas into courses; if we could encourage people to think broadly • Maybe AEAs could pull together teachers in a region to collaborate, that would be a good use of AEA services • There is only one AEA who has a PE person at the AEA - is there a way to funnel money for that purpose at the AEAs? The largest need we have is adaptive PE and once this one person retires, we won't have any. Not just for PE, but across the board. (Title II?) • Title IV Part A - safe and healthy students; can we include health and PE; quality PE can reach all students and go beyond skills, it includes nutrition and health and making better choices; can we boldly state this here in the plan so that each school has healthy students or maybe that's the local districts decide what this looks like or the state….. • We have sought out PD on ESSA - but there are so many who do not know what it is; the others aren't gaining or losing so they aren't involved in understanding it - maybe put out a webinar? So we all have the same information…. • Concern - the shalls are the challenging state standards - we do not have these in our area because we do not have challenging state standards. • DE prob will have to sit down with the general assembly and discuss ESSA with them; when we talk about resource gaps, we have had creeping poverty in our district, our band used to have over 200 members, now we have 36 members. Rural poverty we have more and more poor families in rural Iowa cuz housing is cheaper - we need to be thinking about the story and how to address it so that's one dynamic you'll be working with in Iowa • Some states have mandated time re: student contact time for different subjects; would the DE consider establishing optimal time to spend in each content areas - voluntary - this is what we would consider to be optimal programming; so provide a guidelines for what would be appropriate for students; • Specials got dropped, foreign language got lost; we could go to districts and say you can gain more for fine arts and other content areas - so we can gain back what was lost if it's quality • Esp with the expanded definition of accountability like student engagement - you can pull back in the other areas and become well-rounded again • You think you will provide guidance on the split between equipment and PD? From the PE perspective, if I don't have money for equipment I could be a great teacher but not be able to teach if I don't have the equipment. So can you provide guidance on that?	**6.C**: Promote equity of collaboration among districts across the state to increase instructional opportunities for all students. Details on how well-rounded may be reflected either in the ESSA Plan or as we go forward with guidance and technical assistance: • Ensure there is a consistent message about ESSA and what it is/what it is not • Include physical education measures in either reporting or accountability • Provide separate definitions of the areas included within the well-rounded definition. • Make a focus on all the well-rounded content areas a requirement within ESSA. • Provide exemplars for districts regarding the best practices across well-rounded content areas.

• Maybe not a formula, but perhaps a suggestion…..that you might consider some of these funds be set aside for PD *Written comments from the group*: • The AYP report now can have multiple measures including student engagement and post-secondary readiness – the arts are a proven way to increase engagement, student attendance and academic achievement, school climate, educator engagement. The arts could be included as an indicator in the accountability plan. • Title I: Accountability Plan. School Quality beyond academics- school health indicator possibility (1) min/week of PE (2) mi/week of moderate-vigorous exercise in PE (3) health ed measure or an assessment tool for PE. PE/Health can be included in accountability, but not exactly towards school improvement measure (just reporting). Title IV – Student support, Academic Enrichment Grants – Safe and Healthy students – Health and PE best way to reach all students (nutrition, bullying, mental health, exercise, healthy choices). Guidance: Funding towards PD/Training, increase in PE/Health class time (teachers). • Social studies and all its disciplines, are cross-cutting and integral to well-rounded education. Social studies can advance comprehensive literacy instruction and support LEAs in meeting/exceeding those metrics. I suggest that the ESSA plan also recognize LEA plan that include the ability to integrate multiple aspects of ESSA to include LEA proposals that align environmental education, STEM and technology. Many social studies disciplines, such as geography, are integral to addressing/solving issues that need well-rounded future experts and leaders: hazards mitigation, homeland security/terrorism, and food security. An understanding of civics is part of 21st century education. To be part of any educated/knowledgeable electorate is critical to this and for those we are graduating from our Iowa schools. Much of the social studies foundation begins in elementary schools….that however has been minimized by 'pull outs' on that elementary level. The skills learned in social studies classes (in addition to content related) are those of critical thinking, reading, writing, speaking and listening, social skills, making connections…all necessary for a "well-rounded 21st century education"	

December 14, 2016	**Other State Agencies**	**N=11**
Discussion Notes and Individual Written Comments		**Summary**
• Publically thank Ryan and Dave re: outreach to get us involved in this process early; David and I gave a presentation at the CCSSO meeting last week; the structure of DE are very different in other states; there isn't a great deal of experience in Ryan's counterparts and they are new to this process; so the Chief SSO addressed communication and cooperation between public higher ed and comm colleges and how we've		**2.TY**: Thank you **2.CF**: Establish effective community and/or family engagement/partnerships

reached out to them. Trying to incorporate Future Ready Iowa; key strategies to put in ESSA plans; Board member of -higher education for higher standards-; part of SHEEO; ESSA is asking us to come up with a framework. Where we receive federal funding - Title II? Some strategies we'd like you to consider - Catch-up Programs, Speed-up programs (requires students to take more courses in order to be college ready); transitions program; assurance to adopt standards, reading, math, science - the standards must be aligned with entrance requirements for credits at state IHEs; Academic advising….or co-advising from HS to IHE; communicate with schools and families; status of student transitions and support; expectations for college readiness; Key areas to address: the role of higher education - curriculum alignment with Iowa Core; preparing students to take courses at IHEs; we've got a number of areas that our institutions try to use to bridge like summer programs to help students get prepared to enter college; clear definition of what it means to be college and career ready; teacher preparation alignment with the Iowa Core; Teacher prep (inservice); Title IIA is out of ESSA so you'll be dealing with that directly - consideration should be given to continue something like these practices focusing on our objective to increase content mastery for inservice teachers and enhancement of pedagogy for practicing teachers. • Lot of mays for partnerships with entities with proven practices; migrant, homeless, - esp in the homeless areas and looking at the definition - and that public-private partnership could provide extension to the work and possibly bring in some resources. I hope we are thinking about cte more like CTE and those supports that can be there for schools of what we can bring to the table in partnership • Make sure that when you are drafting this plan - consider what is going on in Future Ready Iowa and the Get Iowans Ready Group; who is the IOLA piece - who is that focused on - find out the specific areas that WEOA is attached to and the work-based piece. We need to figure out how to highlight how things will be embedded into ESSA…..we need to build on what is already happening in the field. • Thank you for doing this - what will happen if the regs are thrown out? STEM - professional development; block grant permissive categories; problem-solving and critical thinking and so on, it's a very specific branding in Iowa of PD in STEM to be authentic about it - career focused PD; computer science area is also important; thinking this may be a shared desire across states. • Would this plan address career development? I would include this in your plan - we want to do this sooner than juniors and seniors and want to do this in middle school. • Partnership - some of the community partners; MH issues, around the ACES study and how we can bring some of the MH piece into the career fields work; opportunities for these to collaborate together; will this	**A**: Align ESSA with other efforts in Iowa/state law. **6**.**AC-CTE**: Support all content areas and/or standards across content areas – Career and Technical Education **6**.**AC-T**: Support all content areas and/or standards across content areas – Technology **6**.**AC-S**: Support all content areas and/or standards across content areas – Science **6.MH**: Support schools/educators to help students/families with social-emotional-behavioral, mental health needs **6**.**AC-H**: Support all content areas and/or standards across content areas – Health **4.NT**: Establish measures that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance). **4.ACT**. Establish measures that include ACT, SAT, college and career ready and/or AP.

support Competency-Based Education? Stay the course on CBE work; demonstration of the skill is better for students with disabilities. • Need for making sure there is a clear definition of CCR - esp for blind kids. We are in crisis level of their ability to attend IHE; WIOA implementation is coming up with a definition of what this means for blind students and we are coming up with standards on this we would love to share with you - also for all students with disabilities; in August we released the statewide definition of CCR, but we can build on this for students who are blind or with disabilities. • There are some things that are readily going on right now - rubrics. National college network has metrics; and GEAR-UP metrics; proficiency levels and metrics and benchmarks; there is a downturn in proficiency in 8th to 9th; we will be working hard with our school districts on this; Go Alliance Academy to help counselors and any admin around how do you advise, what is college readiness and so on - would like to get this into credentialing - this goes beyond SREB states; includes a metric for not just college but also career ready….we also did. Vertical teaming between 8th and 9th grade to help educators understand the content in both grades and revise curriculum to help kids transition to HS. • From the human rights perspective the DE has been involved in delinquent and at-risk youth; ready to provide more connections for this; a lot of the pilot work around non-traditional youth leadership has been in refugee communities and students with disabilities around family engagement; working to get parents connected and get students back into school and we've learned a lot from this and now we are thinking about how do we fix this. • Public health - focus on health and wellness as it has an impact on their success; CDC has indicated asthma, obesity and diabetes has doubled in the past 10 years; state of Connecticut has included fitness in their ESSA plan- it would be great to share this with us, thank you • Well-rounded, whole child - developing that child's ability to have resilience through experiences in the community; we have some experiences with foster care and would like to share those with you • We are interested in supporting whatever you need and in any way we can.	Details on evidence-based support reflected in the plan, guidance or technical assistance: • Provide clear definitions across areas (e.g., career and college ready, career and technical education, well-rounded content areas). • Provide exemplars for districts regarding the evidence-based practices available in the state to support effective systems and student outcomes – examples include Future Ready Iowa, Get Iowans Ready, Catch-up/Speed programs, Go Alliance Academy, statewide work on mental health, public health, and work that other are doing in well-rounded education.

December 15, 2016	**Early Childhood**	**N=10**
Discussion Notes and Individual Written Comments		**Summary**
• How many school districts use Title I funds for early childhood? About 13 or 14 districts. What are the barriers of this? The dollars may not be enough. Another barrier - headstart standards are not the same as QPPS standards - so that's tough as it's double the work sometimes.		**A**: Align ESSA with other efforts in Iowa/state law.

• EC is more than headstart - it would include community programs; Prevention is the key to providing support for schools • What does parent and family engagement means in Sec 1116 - discusses how to support families to provide that support for children in the homes or different locatio - how to enhance that collaboration and also to support the transition between PK and K to become more seamless and continuity of care. Also supporting educations to understand how to support families. • Early Childhood needs to include community based childcare; important for school districts to reach out to community partners as well; the new childcare regs are coming out so how do we cross-walk this with this as well; • Need a diverse work force for EC; IHEs need to be able to help us with this • Community assessments- a statewide assessment for DHS and Public Health departments in EC and maybe DE needs to be in this conversation as well - gives you a statewide picture of the status of EC, drilled down to the county level – • Do any of these assessments provide information about diversity - we really need to know where we are in our communities to know how we serve ECs; as we move forward to partner to pool our resources to focus on EC • Could your study be done in a way that a local school can access their data; county level is about as far as we can go on this - but we have drilled down to zip code level • Strengthen the role of local ECI boards; working at the state board level on what are the core services for families of young children. • Use ESSA as an opportunity as dual language learning; it's not a disability, it's a good thing to have a dual language; strengthening the components of dual language and parent/community engagement • This is a paradigm shift of what we are doing and when do we need to do it - maybe we need to focus on preventative measures rather than reactive measures - so start earlier • Well-rounded education - think about the whole child so when you talk about IELS, it's about the whole child. Just something to think about • The whole child - consider looking at the family unit as part of the whole child; there are families who will not provide feedback in certain contexts - maybe the parent resource center - ASK could sponsor listening tours for parents as well - Family Partnerships - we could help with Iowa being a leader in this work • Benchmarks be defined and what you would see the parent or educator doing if they were supporting that benchmark; how do school districts and partners work together to support social-emotional development	**GC**: General concern: stress on the system to implement all the things we are implementing/ESSA implementation/assessments that educators have to do. **2.CF**: Establish effective community and/or family engagement/partnerships. **4.A-EC**: Establish measures that include Early Childhood data. **4.A-G**: Establish a growth model using Iowa's outcome assessment for accountability purposes. **4.NT**: Establish measures that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance). **5.PL**: Support effective Professional Learning for educators (regardless of content). **5.PL-EC**: Support effective Professional Learning for educators – Early Childhood. **5.PL-EC**: Support effective Professional Learning for educators – Special Education.

or physical development before they get to kindergarten. If this doesn't happen, then reading won't happen; • The growth peice in assessment - we might not have kids leaving headstart proficient, but they may have started way down here and gotten to here - so they have made great growth more than if they weren't in headstart • There are other disparities apart from dual language- how do we think more broadly other than dual language - maybe looking at workforce development and disparity in wages and racial disparities and so on • Title I; if you are using title funds, then headstart applies as well; how does this not become more work outside of or on top of headstart? There is conversation that what the intent of this, is that it points to the headstart framework (I need to talk with Dee about this - I don't understand this one). This is not a new piece; educational services standards that refer to the framework - I have to talk to Dee and Tom about this - I don't understand this piece…. • If we talk about headstart performance standards and NAYCE accredidation standards - we are talking about a very high level of resoruces and monitored; how do we ensure these things are monitored - these things are being pulled in to our state DA model and CASA system. It may be that we do a sample of 10, and we review the data for 10, and then move on to another 10 the next year • The agency needs to think about DA/CASA cuz it takes this to a different level than what it was intended; we will remove QPPS as a standard we can identify at the state level - headstart and NAYSE are more robust - we do not recommend either of these be taken out of accredidation; until you can ensure the DE takes a look at this as it is intended - monitors appropriately • At the DE - we are looking at how we support a continuous improvement process and accountability beyond compliance. So we dive in deeper in this process; how do we build our EC consultants ability to be that arm in relationship to having convos in our QPPS sites; this is what I'd see if I walked into the system and how we would collaborate to make it better • There are strength-based quality models available – • Family cases in PTI - families calling with kids identified earlier; but if kids are being served in community-based program the AEAs say no, we have services here so you have to move the child - it's better to support the child where the child already is. *Written comments from the group*:	**5.PL-IHE**: Support effective Professional Learning for educators – Institutes of Higher Education. **6.AC**: Support all content areas and/or standards across content areas. **6.BL**: Support bilingual education (in preschool; in school; to support families). **6.C**: Promote equity of collaboration among districts across the state to increase instructional opportunities for all students. **6.E**: Promote equity of instructional opportunity for all students. **6.EC**: Support quality Early Childhood/Preschool programs. **6.E-GT**: Promote equity of instructional opportunity for all students - Gifted and Talented. **6.MH**: Support schools/educators to help students/families with social-emotional-behavioral, mental health needs.

• Require that any new classrooms in the SWVPP need to partner with a Level 4 or 5 QRIS community-based child care center provider. (This could address a way to incorporate more children into the data system earlier.) We suggest that a focus on low-performing districts be the initial target in the rollout. • Support child care center staff more deliberately when partnering for the service delivery by offering professional development to the staff through the AEA's system. One existing positive example pf this practice is within the Sioux City School District's program. • Consider ways to lengthen the school day for the SWVPP, either legislatively or other. Strengthening child care partnerships would be a possibility, especially when programs are only offering 10 hours per week. Evidence doesn't support this short length of time for at-risk populations. Again, a target on low-performing districts is a suggestion. • Regarding monitoring the SVPP programs, we encourage the DE to make a decision. To the public, this has been in limbo for quite some time. It appears to be a capacity issue. Our recommendation is that you consider a phase-in to require programs to meet standards that require another source to monitor: Head Start Standards (if they receiving funding from Head Start), or become NAEYC Accredited. Another option that could be explored is require the programs to be a Level 4 or 5 in the new QRIS system. In the new QRIS program being developed, programs meeting either Head Start Standards or NAEYC Accreditation will be either a Level 4 or 5 most likely. • Either strongly encourage or require a methodology for school districts to target at-risk populations when it isn't available to ALL parents in a community that wish to have their children be in preschool. • In the next RFP for Shared Visions, focus on lowest performing districts only. • If you change the standards for Shared Visions, we encourage you not to go backwards. We suggest programs meet either Head Start standards or NAEYC. If you decide to go to QPPS and monitoring goes to the school improvement process, then we encourage you to close that program and morph existing programs into the SWVPP. We only suggest this because if they go to QPPS, then there really wouldn't be enough to distinguish the programs and have separate administration for those programs. • Recognize that pre-literacy begins at birth. Successful literacy programs for children before school aren't usually operated in a silo. They are infused into the home visiting and parent education programs. A way to support this type of strategy might be to encourage/provide training of improving literacy efforts through this form of delivery. • When thinking about successful strategies in our state, you might want to recognize that Iowa has implemented a credential system for both home visiting and group-based parent education programs for	Details on how early childhood may be reflected either in the ESSA Plan or as we go forward with guidance and technical assistance: • Consider more emphasis on prevention, such as Title I for preschool. • Consider more early childhood expertise on the [ESSA] workgroups and statewide advisory council. • Encourage or require a methodology for school districts to target at-risk populations when it isn't available to all parents in a community that which to have their children be in preschool. • Consider supporting young children [and families] in poverty and encourage lowest 5% performing districts to expand early childhood programming such as Head Start and Early Head Start. • Consider how the plan to offer the Department's commitment to Early Childhood Iowa's vision, "every child, beginning at

over five years. During the next year, we will begin a competency-based system for both family support directors and staff. • Work closely with area ECI boards in the lowest performing districts to shore up family support services. (Even by a review of all government funding supporting this type of programming, we can only serve approximately 10% of the eligible population; so we already target quite a bit.) • Fund EC-PBIS so access to coaches is available to all ECE settings - perhaps start with the lowest 5% performing districts. There have already been examples shared by many AEA staff about the benefits with a community that implements a continuum PBIS service approach as the child transitions into school-wide PBIS • There is already an existing relationship within PBIS between ECI and DE. PBIS is a comprehensive approach now reaching early care and education home and center settings as well has a curriculum for family support programs. We could research additional strategies both at a state and local level to infuse and expand. • For the ECI needs assessment, we need broader representation from the DE beyond Tom Rendon. A financial investment would be needed if we were to have a contractor or university drill down to the school district level. Again, may need to focus on the lowest 5% first. • When thinking about the Student Identifier, we support expanding the data gathered from early childhood program experiences. We previously identified a partnership with child care centers and SVPP, but there lots of possibilities to explore once again. We would be glad to be a part of the conversations. • We are coordinating conversations regarding a Coordinated Data Integration program or pilot. Your Agency Director will be receiving an invitation to be a part of a conversation to further brainstorm options. For example, a strength in Iowa is that family support programs operated within the DE, IDPH and IDOM are now using the same data system for data entry, We are currently working on a short report that highlights this partnership with some sharing of data gathered from all the programs across the state. • Continue to align with HS and CCDBG to avoid conflicting policies and practices. If you need a few specific ideas, we'd be glad to coordinate a meeting for all interested parties. • When there is an IEP or IFSP, develop policies that encourage open conversation of child care providers to be included in the process. • We think you identified this in the ppt., but we encourage you to utilize the Career Pathways website for professional development and education options. DHS will be aligning with this and we will be	birth, will be healthy and successful."

incorporating into the new QRIS and the child care training registry as an available tool for ECE providers. This is a strong example of public private partnership. • To support young children, in poverty, and in the lowest 5% performing districts expand HS and EHS. • At this time, we don't plan to provide input regarding the Institutes of Higher Education as we believe Barb Merrill will be descriptive. You stated you had a good response from UNI when you held a forum in the Waterloo area. Strive to get solid input from the other IHE's in the other part of the state. Has the community college Early Childhood Alliance provided input? • Work with IDPH, and explore financially support, CCNC services to better ensure the inclusion of children with special health needs in the ECE environment of the parents' choice. • Develop parent engagement training opportunities for PK - 3 teachers. An example would be "Journeys of Hope and Courage": Journeys	

ESSA Advisory Committee: Raw Data

The ESSA Advisory Committee is the primary input group for specific decision-points for the DE Work Teams. Input from this group has focused on the following:

- **Section 2: Submission Dates**. Discussion centered around the benefits and challenges of submitting the ESSA Plan on April 3, 2017, or submitting the plan on September 18, 2017. Most advisory members were in favor of having the plan drafted prior to the end of the 2016-2017 year; several members indicated an April submission was appropriate; several members indicated a September submission was appropriate. Details on the discussion and summary are in Table 37. *Feedback: Section 2-Submission Dates*

- **Section 4. Iowa's Unified Differentiated Accountability and Support Model**. Discussions across two meetings in this area have focused on what was effective and what was challenging in unifying all state and federal compliance and accountability into one model. There was a general agreement that the Unified Accountability and Support Model makes sense in that (1) unifying state and federal requirements under one umbrella is efficient, (2) the model is better and more collaborative than past practices, (3) it aligns and simplifies accountability, and (4) it is the direction the state needs to go. There was some concern or clarification needed about sustainability, alignment of state and federal efforts (Iowa Report Card, ESSA, Differentiated Accountability), how accountability works across grade levels, time spent on anything other than instruction and support for students, educators and schools, and that what we have designed may be what we must do (ESSA driving our system) instead of what we should do (Iowa and our needs driving our system). Next steps include continued discussion, clarification and refinement of Iowa's Unified Differentiated Accountability and Support Model. Details on the discussion and summary are in Table 38. *Feedback: Section 4- Iowa's Unified Differentiated Accountability and Support Model.*
- **Section 4: Measuring proficiency using (a) Percent proficient, (b) Average scale score, or (c) Proficiency index**. Discussions across two meetings in this area have been around the best way to measure proficiency in reading and mathematics for grades 3-8 and 11. There was no strong general agreement on which was the best measure. There were proponents of percent proficient and proponents of scale score. There was some discussion on complications of communications if the measure selected turns out to be difficult to explain. However it was generally agreed that it is more important to do what is right for students, and if communication is an issue, to address it after the right decision is made. Next steps include focused discussion of this area in order to provide appropriate input. Details on the discussion and summary are in Table 39. *Feedback: Section 4- Measuring Proficiency using (a) Percent proficient, (b) Average scale score, or (c) Proficiency index.*
- **Section 4: Growth Models: (a) Student growth percentile, (b) Value-added model, or (c) No growth for one year**. Discussions across two meetings in this area centered on the best growth models to use in reading and mathematics for grades 3-8 and 11. This decision will be in place for one year, and then revisited after Iowa establishes a new state outcome assessment. There was no strong general

agreement on this. There were strong proponents of no growth until we establish the new state outcome assessment – there were strong proponents of growth as districts want to ensure this information is available for them and the public. There were proponents of value-added. Next steps are to bring back more information to this group for consideration/input as detailed in Table 40. *Feedback: Section 4- Growth Models: (a) Student growth percentile, (b) Value-added model, or (c) No growth for one year.*

- **Section 4: Graduation rate (4-year or extended year)**. Discussion ended in a general agreement that it would be a good thing to use an extended year graduation rate, at least a 5-year, and many indicated extended year for however long it takes a student to graduate. Details on the discussion and summary are in Table 41. *Feedback: Section 4- Graduation rate (4-year or extended year)*
- **Section 4: N size**. Discussion led to a general agreement that of N=20 is appropriate and makes sense. There was some concern that there will always be a small number of schools that will never be held accountable. However all schools will be invited to take part in all activities and supports provided within Iowa's Unified Differentiated Accountability and Support model. Details on the discussion and summary are in Table 42. *Feedback: Section 4- N Size*
- **Section 4: Measures of School Quality and Student Success**. The discussion results in Advisory providing thirty-four suggestions for this measure and two measures that should not be part of this measure: (1) No chronic absenteeism. Things kids can't control, and (2) We don't like AP. Should be concurrent enrollment. Details on the discussion and summary are in Table 43. *Feedback: Section 4-Measures of School Quality and Student Success.*
- **Section 4.3: Plan for School Intervention Support**. Discussion focused on the plan for using common tools, layering supports, and providing all schools access to one, unified action plan. Advisory was overall positive about the school intervention/supports plan, that it integrates the system, provides support to schools, is embedded in differentiated accountability. There were some concerns or suggestions regarding capacity to sustain such efforts, whether the model provides enough incentive and support for schools to engage and change their trajectory, and whether the plan allows schools to focus on the whole learner, outcomes, and learning needs of everyone (students, educators, leaders). Next steps include more discussion, clarification and refinement of this part of the plan. Details on the discussion and summary are in Table 44. *Feedback on School Intervention (1) Plan for Support Intervention Support, (2) Three-year cycle of improvement, (3) Resource allocation plan, and (4) Extended Comprehensive School.*
- **Section 4.3: Three year Cycle of Improvement**. Discussion centered on the identification of schools (comprehensive and targeted) every three years, to allow schools the time to develop, implement, monitor and adjust their working action plans – and allow the system the ability to focus support. There was a general agreement that the three-year cycle makes sense and would provide appropriate supports for schools. There was some concern that three years may be too long to identify the lowest 5%, however the many countered that it takes at least 3 years to see change. Details on the discussion and summary are in Table 44. *Feedback on School Intervention (1) Plan for Support Intervention Support, (2) Three-year cycle of improvement, (3) Resource allocation plan, and (4) Extended Comprehensive School.*
- **Section 4.3: Resource Allocation Plan**. Discussion did not end in a general agreement; there were more questions regarding resource allocation, and many conversations were about activities, programs, or supports that schools might implement, rather than the overall resource allocation plan. Next steps include more discussion about this area of the plan. Details on the discussion and summary are in

Table 44. *Feedback on School Intervention (1) Plan for Support Intervention Support, (2) Three-year cycle of improvement, (3) Resource allocation plan, and (4) Extended Comprehensive School.*

- **Section 4.3: Extended Comprehensive Schools**. The discussion about what to call schools that continue to be identified as comprehensive after 3 years ended in general agreement that the term Extended Comprehensive Schools was appropriate. Discussion about what is required of these schools focused primarily on various issues such schools might encounter or need to know/do in order to improve. Next steps include continued discussions on what is required of schools identified as Extended Comprehensive. Details on the discussion and summary are in Table 44. *Feedback on School Intervention (1) Plan for Support Intervention Support, (2) Three-year cycle of improvement, (3) Resource allocation plan, and (4) Extended Comprehensive School.*

Table 36. *ESSA Advisory Meeting Dates/Times and Outcomes.*

Date	Outcomes
August 18, 2016 10am – 3pm	• Participants will have an understanding of the "big ideas" and opportunities contained in the Every Student Succeeds Act. • Participants will understand how the Department of Education is organized to develop Iowa's Every Student Succeeds Act consolidated plan. • Participants will provide input on the Department's initial theory of action related to developing Iowa's ESSA plan • Participants will understand the "Big Picture" questions that will be answered as a part of Iowa's ESSA plan
October 19, 2016 10am – 3pm	• Participants will understand and provide feedback on the Department's detailed plans for ESSA plan creation. • Participants will review and provide input on a revised Theory of Action based on last meeting's input. • Participants will provide input on initial thinking regarding accountability concepts and directions • Participants will provide input on initial thinking regarding school intervention concepts and directions
December 8, 2016 10am – 3pm	• Participants will understand current status of input on Iowa's ESSA Plan. • Participants will understand how feedback was incorporated into the current Accountability section, and provide continued input to this section. • Participants will provide input on the School Intervention and Standards & Assessment sections of the ESSA Plan. • Participants will understand current status of the Foster care work within ESSA and have an opportunity to ask clarifying questions (lunch presentation)

Table 37. *Feedback: Section 2-Submission Dates.*

Feedback on submission date: April 3, 2017	**Feedback on submission date: September 18, 2017**
• Earlier would allow planning, make a statement that we think this path is the right one. • Parent perspective (PTA): I want to know what to expect as early as possible. Prefer to go early. • District perspective: Submit early even if things change. It says this is the right thing, even if we have to defend it. • More opportunities for feedback and for schools to know what will be expected of them in April. • Have it done in April, and maybe learn from feedback other states are getting to inform our planning, but wait to submit until September • Could put schools at a disadvantage because they would be information about expectations and requirements later • If there is lead time that is required for schools to implement ESSA, then the plan should be submitted in April.	• Wait because there are transitions at state and federal level. Also a lot of state-level change happening with CTE, TIER, SBAC, NGSS, Differentiated Accountability. • Support for Sept. Will be an interesting 9 months at federal and state level. Better to wait; might see additional changes. • Support for Sept. We have a lot of state issues to deal with, CTE, ACR, TIER, transition to SBAC and NGSS, Differentiated Accountability. • Given the changes at the National level - it may be a good idea to wait until Sept for submission. • Perhaps a major draft done in April, but wait until Sept to submit. • Things can change quickly so if we work on it on earnest and be ready to revise - we think Sept. • Changes in Federal administration might lead to needing to make changes that we wouldn't have to make if we submitted in September. • There have been changes already in what we are supposed to do - so we anticipate more changes to come so submitted this date seems premature. • If there is not a lot of lead time required for schools to implement ESSA, then the plan should be submitted in September • If the federal government is going to change things, then it's best to wait so that we don't have to redo the plan. • Would we have additional information collected between April and September that might influence our recommendation now? It may be best to wait.
SUMMARY: Approximately 65-35 split in favor of submitting the plan in September. Most in favor of having a substantial part of the plan drafted prior to the end of the 2016-2017 year, if possible, with an understanding that it may change prior to official submission.	

Table 38. *Feedback: Section 4- Iowa's Unified Differentiated Accountability and Support Model*.

Iowa's Unified Differentiated Accountability and Support Model.
• We've come a long way in accountability. This is such an improvement over old way. • Like almost everything. • ESSA taking into consideration ELL, economic situations. • ESSA does a better job assessing ELL students than NCLB did. • A lot of credit to DE for taking legislation on School Report Card and make it something that's useful. Intent of legislation by those who championed it was to sort and select, i.e., they're the best, worst. The way department put it together was good. A lot of credit to Department communications and leadership. Heard almost no negativity - seemed to be very little of that. • DA process very powerful. Targets you to be supportive of areas making progress in and reflect on areas stagnant. • Old approach, site visits every five years, was not as effective. It was same old approach. Big production every five years. • If can take federal legislation and follow on things we've learned, that's huge. • The positive is that it is being aggregated into a single plan. • Schools need to still meet basic accountability requirements. Take everything else at the top part and consolidate it into a single piece. • It's on track. When we get to the accountability systems… the bottom 5 percent will not always be a supportive process if things don't change. • Like that we are trying to align and simplify • This conversation/model fends off a lot of the criticism about the plan. • We need to be sure that the indicators are measured the same way. • For DA: how would it be implemented? To be supportive is great. What is the philosophy about how they view the school as implementing and assess the local context before stepping in with solutions. Don't walk in with a solution before you understand the nature of the problem. • Caution amount of time we spend on accountability vs. instructional practice. Don't have it be 50-50 balance, where we're testing/talking about testing, but not talking about how to get them where they need to go. • It is concerning to let ESSA drive how we design the system. • Don't let ESSA drive the accountability system. The ISRC wasn't right the first time. Maybe that needs to be redone. ISRC is the biggest fail. Implies that code corrections need to be made. We have an opportunity work design the system that is most important for our schools. Make intentional adjustment to out plan for efficiency. • Funding issue. There are systemic things that are happening at the same time. Decisions need to be made about priorities. • Consider using colored font to indicate where measures overlap (e.g. graduation rate is the same color throughout the document). • Having different levels/categories for different models is confusing.

• Appreciate what you are trying to do. • Is it time to create a clear vision of what we want? And start there instead of retrofitting things backwards. • How do we ensure that we are designing the system we want, as opposed to the system we have to "comply with?" • Concerned about where the indicators for other areas such as secondary literacy, behavior etc. • Does every teacher need to know intricacies of DA? • Is it sustainable? • When a school has very few minority students, for example, how will this affect their designation? • How will size or number of students play a part in support. • With kids that move around often, how will this be handled in this accountability system? • Do we have to have a separate ACR? • Do we have the flexibility to change how we measure growth in the ACR to align with ESSA? • When you look at the various indicators, can we tailor the state requirements to meet the Fed requirements. • Since ES and HS are measured differently, why are they grouped together for accountability purposes? • How does a K-2 building participate in ESSA accountability?
SUMMARY: General agreement that the Unified Accountability and Support Model makes sense and the direction the state needs to go. There was some concern about sustainability, alignment of state and federal efforts (Iowa Report Card, ESSA, Differentiated Accountability), how accountability works across grade levels, time spent on anything other than instruction and support for students, educators and schools, and that what we have designed may be what we must do (ESSA driving our system) instead of what we should do (Iowa and our needs driving our system).

Table 39. *Feedback: Section 4- Measuring Proficiency using (a) Percent proficient, (b) Average scale score, or (c) Proficiency index*.

Measuring proficiency using (a) Percent proficient, (b) Average scale score, or (c) Proficiency index.
• If we're standards-based, proficiency is key. It's where the cut is that counts. … Still always going to be normed on a group of students in particular time and place. If we're going to norm, big bell curve, whether between 33 percent and 40 percent is correct. That's maybe 5 questions. The notion of proficiency is key. The mastery of standards is key. • I'm much more for choosing a scale score that goes closer to one standard deviation from average. • Consider median proficiency as opposed to an average proficiency • Percent proficient is generally easy to understand • Maybe still not sold yet that this is a better choice than average scaled scores. Pros and cons to both, want more time to chew on it. Would be good to bring this back to the group for further discussion. • Need to be focused on what is best for students. So need to spend more time exploring the pros and cons.

• A helpful resource for the discussion would be to get the data and stories on 10 students with a variety of factors in their lives/situations, and paint a picture of the implications of both approaches on each other them. • Bell curve is arbitrary. Static. • Percentile ranks: used in education all the time in horrific ways. A measure of how you did against peers on particular assessment • Averages is a baseline. Not enamored with averages. • Proficiency Index - If students are just below proficiency, they don't "get credit" - Spend more time on how you got the index than talking about what students know. • Concern with prof index is to easily explain that to parents and public. It might be better measure, but we need to be good communicators - i.e., what does that mean? • How the system is set up and how it is communicated will have a big impact on how it is received, interpreted, and used. We need to be thinking about this part of the decision and plan accordingly • How do you measure proficiency in standards-based environment because proficiency and mastery don't always mean the same thing? • Can we identify the power standards we have and just measure those? • If average scaled score is more complex to explain, are there examples of people explaining it well?
SUMMARY: No strong general agreement. There were proponents of percent proficient and proponents of scale score. Generally it was agreed that it is more important to do what is right for students, and if communication is an issue, to address it after the right decision is made. However in order provide appropriate input, more discussion is required. Next steps are to bring back more information to this group for consideration/input.

Table 40. *Feedback: Section 4- Growth Models: (a) Student growth percentile, (b) Value-added model, or (c) No growth for one year*.

Measuring growth using (a) Student growth percentile, (b) Value-added model, or (c) No growth for one year.
• Vote no growth in year one. • Maybe year 1 you do no growth, then you do pilot schools to do different models. • Value Added is what this table seems to agree upon. Then, consider changing it after we have more data. Pro: takes where student's start into account. • It doesn't matter on size of school, but if you have growth, you like to have it included. If you don't have opportunity to have that recognized, that's disappointing. • If no growth at all, proficiency index becomes more heavily weighted. • We want to reward and acknowledge extraordinary growth. Beyond the predicted growth. • I'm for no growth – want to know, are we measuring what we're supposed to teach?

- Doesn't mean that teachers aren't aggressively tracking. Still pressing forward. For reporting purposes, maybe there's no growth, but obviously educators are sprinting on the ground with lots of measure they can use.
- From PR perspective, gives exhale on public beating - hard to explain we're doing well, and then data come out and you're in the middle third. Gives time to look at and make sure it's valid and reliable.
- When SBAC comes out, there's going to be implementation dip. Breathing room would be nice.
- Legislators have indicated that the first year of Smarter Balanced should be a baseline year, and then the next year would be the year you could do growth. - so the no growth model.
- I have to keep sorting out in my mind "whats best for an accountability system, and whats best at the local level?"
- Doesn't have to be the same. People are worried that we might be using different tools at different levels in the system.
- What gets measured, gets done. What we measure does impact what people do.
- In terms of whatever we propose, is intended to not restrict what we're doing.
- The thing I'm processing, is the growth process and how does it work. I want our end system to have a mix of indicators that give us a rich picture that somehow appropriately takes into account that rating of school that's taking into account the characteristics of the schools.
- There was discussion of how to weigh various student groups' assessments as the accountability index is created.
- The growth model makes sense
- Growth needs to be included in the accountability system, especially for schools with fewer students proficient and other challenging factors that are making gains.
- Good nuance to % proficient; complicates things, but in a good way. Would want to test it in multiple models.
- We need to go in the direction that provides the least disruption to the system. Could the Department do some analysis and bring forward the implications of each option for consideration.
- To think about:
    - We need to turn this into the real numbers ($$$$$) to have a discussion.
    - We fully support a well thought out allocation to support school districts in this process.
    - There are a number of different dimensions related to this decision. Precision; Robustness across different school size; Fairness to schools, students. It says easily understood from the public and practitioners - what does this tell us about a student?
    - Who decides what demographic information goes into the regression formula for the value-added option?
    - Can we just see if a student makes at least a year's growth in a year's time?
    - How do we determine what an acceptable level of growth is?
    - How does this decision fit with implementation of SBAC?
    - Does one model work better for schools of different sizes?

SUMMARY: No strong general agreement. There are strong proponents of no growth until we establish the new state outcome assessment; strong proponents of growth as districts use growth and want to ensure this information is available for them and the public; and strong proponent of value-added. All understand this decision will be revisited after the first year of implementation, given that we will have established one year of state outcome assessment data at that time. Next steps are to bring back more information to this group for consideration/input – consider the items under "To think about"

Table 41. *Feedback: Section 4- Graduation rate (4-year or extended year).*

Graduation rate (4-year or extended year)
The effort we put into having students graduate period - not just in 4 years - alternative schools and etc - this seems to be devalued if we go with the 4 year instead of 5 years. If graduation is the goal - it seems that putting an artificial 4 year deadline defeats the goal and devalues the effort for students. Schools are going to continue to have programming to support all students to graduate in 4 years, 5 year or however long it takes. The increase you see for IEP student is significant so this would make you want to include an extended rate. We don't think there are any negative consequences to an extended year rate. We set the rates, and we can use this as an opportunity to communicate across the state about how the additional years are important for our students with special needs. If the targets are very realistic then we would want to include an extended rate. If we believe that learning is the constant and time is the variable, we have to at least go with 6 years. More important that you graduate than how long it takes. We are working with kids that are more and more discrepant - we need more time with that student - the student deserves more time.
Feedback on measures: Graduation rate (4-year or extended year)SUMMARY: Use an extended year graduation rate, at least a 5-year, and many indicated extended year for however long it takes a student to graduate.

Table 42. *Feedback: Section 4- N Size.*

N size
N=20 is fine There is a concern that there will be some schools that will never be held accountable if the N size is 20 and not 10.
SUMMARY: N of 20 is fine for accountability purposes – however there is a concern that some schools will never be held accountable given that N.

Table 43. *Feedback: Section 4-Measures of School Quality and Student Success.*

Measures of School Quality and Student Success.
• Concurrent courses, • Dual enrollment courses, • National board certifications, • Life skills (e.g., balance checkbook; cook own meals) • Access to CTE Courses • 21st century skills • Safe and secure school • PBIS • Civil rights-social justice • Suspension/expulsion rates • Equity • Credit recovery programs. • Alternative school programs • Universal pre-K • Comprehensive before and after care/ Participation in After School Programs • Strong educational leadership • Good personalized and individualized PD. • Positive attendance rather than absenteeism • Measures of Post Graduation success • Survey kids on what schools did to prepare them for their future (maybe 5 years after graduation) • Are the students self sufficient in 5 years? • Open enrollment- how many took up the open enrollment option • Rather than how many complete Algebra 2, consider who complete Algebra 1 by the end of 9th grade. • How many kids graduate bilingual? • Students who participate in any activities • Participating in Fine Arts • Wrap around services • Access to school nurse

- Counselor/Student ratio
- Relationships
- Class size
- Play, access to recess and play
- Equitable discipline
- Wellness
- No chronic absenteeism. Things kids can't control.
- We don't like AP. Should be concurrent enrollment

Table 44. *Feedback on School Intervention (1) Plan for Support Intervention Support, (2) Three-year cycle of improvement, (3) Resource allocation plan, and (3) Extended Comprehensive School*.

Plan for School Intervention Support	Three-year cycle of improvement	Resource allocation plan	Extended Comprehensive School
• This is on-track – no red flags • The general public might see this as not as accountable but practitioners like it. • System of school improvement is now about collaboration vs. DE coming in to say, here's what you're going to do. • Is this enough? Will it motivate improvement, will it provide enough to make an impact for students? • It's better than the previous system. If districts were motivated before, they will be motivated. If not, they won't be motivated by this. • Is there enough capacity in the system to address the level of needs within the system? • I was hoping that we would do something very different. ESSA gives us an opportunity to take a different look at what is important for students. • Are there different ways to think about a support system.	• Three years is a long time. Is the three year cycle appropriate? • If your school is struggling, assuming people want to work hard and do right thing-if your son or daughter is in that school, is three years too long? • If you've ever been at a school that fell apart, it takes a year to bring it back together. That third year is where you see it coming back together. • Three-year system of support is appropriate. • This makes sense…..	• Let's serve a broader populace more effectively. CTE courses would be effective, learning math/English classes that engage them in their interests. • Schools in bottom 5 percent – would rather see resources going to core basic support than AP courses. • Whenever you talk about lowest 5 percent, biggest impact outside of school is poverty. Have to try to neutralize poverty. We know summer is key for students in poverty, losing gains. Also, No. 1 impact in school is teacher. • AEA needs to have funding to continue to work. How can we build capacity in a new fashion. • How much support is realistic for those that are	• Instead of a fixed regimen, try looking at what worked in other districts and use those approaches. • What's state's involvement in the leadership of those schools? Will state require change in leadership, for example? • There could be barriers that the DE is not in a position to help the building improve. • Extended comprehensive is "nice" language. • Does the intervention matter? • Maybe the school has made a lot of growth over that period. But is still not "over the hump" • Intensive conversation about what worked, what didn't work in schools. What do we keep, what do we try that is entirely different. • There is a fine line of keeping doing the same thing versus staying the course.

• Make the system adjust to the school versus make the school adjust to the system. • If I have a chronic absenteeism problem - How does this system help support that local issue? • How can we take existing resources to bare to create the support system we need? • Need to think about the whole child and build a system which looks at this information. • How will local schools know that they can do more than the minimum? • Opportunity in this model far outweighs any issues. • Appreciate that it is integrated and cohesive. • Have not heard a single negative thing about differentiated accountability. • Should superintendent just be a required member? It is an important piece. • How do we look at the learning needs of school leaders across the state given this work?		comprehensive and targeted. • Like that it shows AEA involvement. • Like that we could share resources across AEAs if necessary to serve schools where it is needed.	• The TLC plan is geared toward the district goals. There weren't any TLC plans? • How long are your on extended comprehensive? • Why not make writing support into the TLC plan one of the first steps rather than waiting for after the third year? • Need to think about scaling re-resource allocation. E.g. we can do this at the scale we have now, but need to put more resources in it to scale further • There should be different strategies for a district that didn't implement their plan v. a district that implemented and didn't get results. • If I was a teacher in one of these schools, I would want to show the data on those kids who are no longer with us - how are they doing now? • It's important for schools to understand where they are starting in comparison to other schools so they know how much they have grown

• Sounds very logical - sounds like what we do and that's good practice. • Makes sense			
General Agreement: Overall positive about the school intervention/supports plan, that it integrates the system, provides support to schools, and that its embedded in differentiated accountability, however there were some concerns or suggestions regarding capacity to sustain such efforts, whether the model provides enough incentive and support for schools to engage and change their trajectory, and whether the plan allows schools to focus on the whole learner, outcomes, and learning needs of everyone (students, educators, leaders).	**General Agreement: A three-year cycle makes sense. There was some concern that three years may be too long to identify the lowest 5%, however the discussion indicated that it takes at least 3 years to see change.**	**General Agreement: No strong general agreement; discussion centered on activities, programs, or supports that schools might implement, rather than the overall resource allocation plan.**	**General Agreement: No strong agreement; the term extended comprehensive was generally appreciated; discussion centered on various issues such schools might encounter or need to know/do in order to improve.**

Appendix H

Assessment Audit

In response to general concerns regarding Iowa's outcome assessment and the amount of testing required of students, funds to support required assessments, and need to ensure assessments are implemented that impact efficacy of instruction, the department will conduct (1) an internal assessment audit, and (2) district assessment audit within Iowa's Universal Differentiated Accountability and Support System as part of best practices of our Assessment and Data-Based Decision-Making (ADBDM) activities.

The internal audit process will include the following steps:

1. **Conduct Internal Assessment Audit**. The IDOE will compile the following information:
    - Identification of Legal Citation. All legal citations that indicate assessments required within schools across preschool through grade 12.
    - Determination of Requirement and Interpretation. Description of all requirements and interpretation of those requirements related to identified code.
    - Identification of Funds Available. List of funds that are required to be used, or may be used, to support the required assessments.
    - Assessment Type. Identification of the type of assessment the requirement is within a comprehensive assessment system.
2. **Establish Results**. The compiled information will be documented and written in a document to be disseminated subsequent to stakeholder feedback.
3. **Obtain Stakeholder Feedback**. The draft document will be shared across stakeholders to obtain input on format and clarity of information.
4. **Publish and Share Results**. Input will be used to revise the document, and the final document will be published, posted on the IDOE website, and shared across stakeholders.

The District Assessment Audit within Assessment and Data-Based Decision-Making includes the following steps:

1. **Conduct Internal Assessment Audit**. District leadership teams will complete the ADBDM assessment audit rubric to determine what assessments are required, implemented and used across the district and within individual schools.
2. **Match to Comprehensive Assessment System**. Once results are compiled within the ADBDM assessment audit rubric, the leadership will determine what assessments are required, duplicative, and/or are actually used to change instruction or system efficacy and which assessment types are not represented within the rubric.
3. **Rectify Audit to Comprehensive Assessment System**. The leadership team will use this information to rectify their current assessment system to streamline assessments to match assessment type and instructional use.

Appendix I

Learning Supports IS3 Index

What are conditions for learning?

- Conditions for learning refer to all aspects of the learning environment, including:
  - School safety;
  - The quality of relationships (e.g. the level of engagement and connectedness) among students, parents, and school personnel;
  - The established and practiced norms and values;
  - The processes and procedures used; and
  - The overall physical environment within which all school activities and interactions occur.

Why are conditions for learning important?

- Research regarding risk and protective factors for children and youth shows that ignoring conditions for learning leads to deficits in learning supports systems (Osher, et al., 2008).
- Healthy conditions for learning contribute to students' academic achievement and overall healthy development (Osher & Kendziora, 2010; Cohen, McCabe, Michelli, & Pickeral, 2009).
- A national study showed that improving skills such as solving problems, working out conflicts and working with other people in a group has led to **double-digit increases** on achievement test scores, improved classroom behavior and improved attitudes (Durlak, Weissberg, & Pachan, 2010).

What is the IS^3 Index?

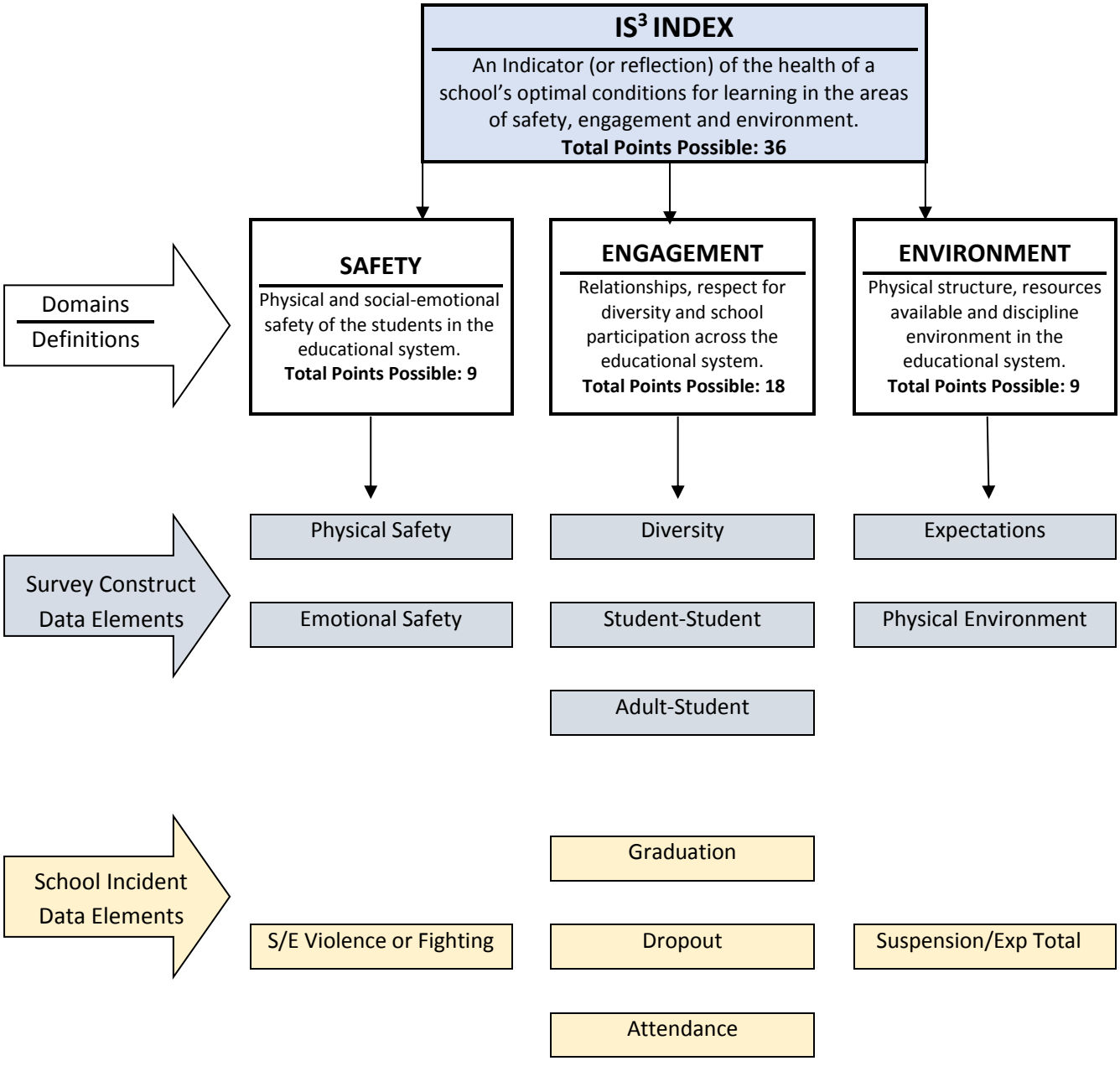
- The IS^3 Index is an indicator (or reflection) of the health of a school's optimal conditions for learning in the areas of safety, engagement and environment.

What data are included in the Index?

- Student survey data and school incident data are included in the Index. *For the purposes of ESSA, survey constructs only would be used for the School Climate indicator.*
- School personnel and parent results are shown in reports and can be used to give a school a more complete picture of the conditions for learning.

What is the IS^3 Index comprised of?

The IS^3 Index is comprised of three domains, each of which measures part of a school's overall conditions for learning: **Safety**, **Engagement** and **Environment**. Within each domain, there are data elements. For example, the Safety Domain includes three data elements: Physical Safety, Emotional Safety and Suspensions/Expulsions for Fighting or Violent Behavior without Physical Injury. Each data element is assigned points from zero (0) to three (3), where zero indicates intensive need and three indicates optimal conditions for learning. The sum of the points for the data elements provides the total points for each domain; the sum across domains provides the total points for the IS^3 Index. Figure 3 illustrates the IS^3 Index, comprised of the 3 domains and 12 data elements.



IS^3 Index, Domains and Constructs.

IS^3 Data Element Thresholds

Index Point(s)	Survey Constructs (Weighted Mean)	Attendance & Graduation	Dropout*	S/E Violent-Fighting & S/E Total
3	=3.25	=95%	=1.25%	<5%
2	3.0 – 3.24	87.5 – 94.99%	1.26 – 1.5%	5 – 12.49%
1	2.75 – 2.99	80 – 87.49%	1.51 – 1.75%	12.5 – 19.99%
0	<2.75	<80%	>1.75%	=20%

***Dropout** is determined using an annual calculation; multiplying the dropout annual percentage by 4 provides a 4-year reflection of dropout rate (e.g., 1.25 x 4 = 5%) which is inversely related to Iowa's 4-year cohort graduation rate.

IS^3 Index Range and Description

Index Range	Description
30-36	Schools with an IS^3 Index in this range are creating healthy school climates with optimal conditions for learning in the areas of safety, engagement, and environment. There still may be room for improvement.
23-29	Schools with an IS^3 Index in this range need some targeted support to improve the health of the school climate and to create favorable conditions for learning in the areas of safety, engagement and environment.
17-22	Schools with an IS^3 Index in this range need intensive to targeted support to improve the health of the school climate and to create favorable conditions for learning in the areas of safety, engagement and environment.
0-16	Schools with an IS^3 Index in this range need intensive support to improve the health of the school climate and to create favorable conditions for learning in the areas of safety, engagement and environment.

Index Data Element Definitions

Table 3 below outlines the broad definition of the data elements across the three domains of **Safety**, **Engagement**, and **Environment**. *For the purposes of ESSA, survey constructs only would be used for the School Climate indicator.*

Table 3. Broad Definition of Data Elements

	Data Element	Broad Definition
Safety Domain		
Survey Constructs	Physical Safety	The extent to which students are safe from physical harm while on school property.
	Emotional Safety	The extent to which students feel safe from verbal abuse, teasing, and exclusion.
School Incident	Suspensions & Expulsions without Physical Injury	The percentage of 9-12th grade students who received at least one suspension or expulsion for fighting or violent behavior without injury during a given school year.
Engagement Domain		
Survey Constructs	Diversity Engagement	The extent to which students and adults demonstrate respect for each other's differences (i.e. appearance, culture, gender, race, learning differences, sexual orientation, etc.).
	Adult-Student Engagement	The extent to which adults demonstrate care for students, respect for students, and acknowledgement of students' work
	Student-Student Engagement	The extent to which students demonstrate care for, respect for, and collaboration with one another.
School Incident	Graduation Rate	The percentage of 12th grade students who graduate during a given school year.
	Dropout Rate	The percentage of 9-12th grade students who drop out of school during a given school year.
	Attendance Rate—Grades 9 to 12	The percentage of school days that 9-12th grade students are present at school during a given school year.
Environment Domain		
Survey Constructs	Expectations/Boundaries Environment	The extent to which clear rules are delineated and enforced.
	Physical Environment	The extent to which the school facilities are adequate, clean, and up to date.
School Incident	Suspensions & Expulsions	The percentage of 9-12th grade students who received at least one suspension or expulsion during a given school year.